

Chapter 1

The Carlow Approach to Education



The 21st century presents many educational, environmental, humanitarian, and economic challenges. The educational system of this country needs to respond to these challenges through internal structural changes to prepare children for the world they will encounter as adults. The mission of teacher education at Carlow University is to resonate, reflect and articulate the overall mission of the University in service of educating all children across the lifespan from early childhood through early adulthood and to respond to the challenging realities of living and working in the 21st century. Teacher education at Carlow University is dedicated to fostering education professionals who are reflective in action, recognize the challenges of educating children in the 21st century, create and serve in communities that are student-centered and who respect the cultures and communities of students. Education professionals at Carlow will gain a solid knowledge base in best practice, recognize the value of relationships in teaching, respect familial and cultural influences, become empowered to use and facilitate the latest technology, and develop the ability to assess and incorporate change in practice through reflective discourse with colleagues and communities.

A primary concern of Carlow is the development of the person as a life long learner. To this end, members of the Carlow community, students, faculty, and staff try to help one another to recognize the integrity and value of each person in the daily life and work of the college. Each member of the community has a responsibility to promote mutual respect, growth in moral and spiritual sensitivity, an opportunity for fulfillment in daily life, and an active concern for the needs of one's neighbors, whether local or global.

The educational experience at Carlow enables the student to develop initiative, independence, interdependence and a sense of community as well as knowledge, professional competence, mercy, and membership in an incredibly important profession. Carlow attempts to provide an academically free environment which motivates the student to search for knowledge and truth, and to enable the growth and interaction of knowledge of the self, knowledge of the other, and knowledge of the world.

Within this climate of freedom, Carlow strives to provide the students with opportunities for learning to occur and encourages each student to assume her own personal responsibility for her learning—being an active member of a community of learners. The freedom and responsibility which Carlow seeks to develop in its students, results from the encouragement of individual student's inquiry, reflection and construction of knowledge in a reflective, discursive learning environment.

Carlow has adopted a scholar/practitioner model of education. In this model students encounter opportunities to relate the pedagogy experienced in the classroom to the pedagogy that encourages growth and learning in young children. It is through the scholar practitioner model that distinguishes a Carlow graduate in Teacher Education, and particularly, Early Childhood Education.

The Liberal Arts Tradition

At Carlow the teacher's preparation is developed in the light of the liberal arts tradition. Carlow reaffirms the basic concepts, values, and standards of a liberal arts education based on intellectual challenge, freedom of inquiry, value of all life styles and stages of development. The Teacher Education Division at Carlow accepts these premises of the liberal arts tradition and the development of the total person, the teacher who is human and humane—caring, aware, sensitive, effective, inquiring, reflective, --and one who has a passion for facilitating positive growth and development in children.

Overview of the Student Teaching Experience

The Scholar-Practitioner paradigm is the conceptual framework for teaching and learning in the professional education programs at Carlow. The early childhood program at Carlow exemplifies educational practices that are grounded in the scholarly discourses of education and in content or disciplinary knowledge. In addition to theoretical knowledge, Carlow promotes *theoretical understanding*.

The student teaching experience is the culminating scholar/practitioner experience in teacher education. It grows out of courses on effective theory and practice in Early Childhood Education as well as field experiences that begin to implement theory into practice. It is the practice of pedagogy that builds on the child's developmental strengths and needs in the school, family, and community. It is based on sound theory and best practices—and ongoing reflection shared in a reflective, discursive community of learners. Then, the student teacher can proceed to develop a caring, encouraging, support and positive learning environment for the children in her care who can become active in the learning process themselves.

The student teacher's continued learning is based on a cooperative relationship with the mentor teacher at the school site and the mentoring relationship with the faculty supervisor. These relationships will work best to meet the needs of the children in the classroom if the relationships are interactional and cooperative in nature. This student teaching experience is an introduction to a life of ongoing growth and development to evolve into a master teacher.

Carlow's Student Teaching Philosophy

Carlow's Early Childhood Education Program espouses that all children develop holistically—cognitively, socially, emotionally, physically, and aesthetically. It is expected that student teachers will take this into consideration when planning learning experiences or when taking advantage of *Teachable Moments*. The Learning Experience Plan (LEP, see Appendix C) specifically targets a particular understanding, while the *Teachable Moment* takes advantage of an opportune moment for learning.

“Teachable Moments” are often a vital part of the learning day. Someone/thing in the environment presents itself as a spontaneous learning opportunity. The wise teacher, equally as spontaneously, welcomes the learning opportunity and develops a spontaneous lesson (with all the parts) and engages the children in another aspect of active learning. Of, course, additionally, this offers another opportunity for meaningful dialogue between student teacher and cooperating mentor teacher.

A Teachable Moment

In a kindergarten classroom, a teacher is hit in the back of the head with a tiny plastic doll. She turns to find children in the block area constructing catapults and launching tiny figures over the book shelf. She observes and listens to their conversations about the catapult construction. While the room was too small to safely launch figures over the bookshelf, the teacher asks students to gather their materials and leads the students towards a gymnasium where they can experiment freely. She provides students with measurement devices and asks students to record their estimation and measurement data. She also asks students to draw designs of effective and ineffective catapults. Students explored materials, discussed and debated designs, and tested their designs through estimation and measurement.

The Early Childhood Program at Carlow advocates a developmental curriculum, a developmental approach to teaching and assessment, and a developmental understanding and response to each child. A developmental curriculum infuses scholarly knowledge with teaching practice. In addition, the Early Childhood Program prescribes active learning and an integrated curriculum. Children learn best when they are engaged in the learning process and linkages are examined and applied among the multiple content areas.

Relationships and Learning

As has been stressed throughout the Early Childhood Education Program at Carlow, the single most important aspect of an effective teaching experience occurs as the teacher develops a respectful, caring, encouraging, and supportive relationship with each child. Without this positive relationship, no learning will occur. Compliance may occur, but authentic learning will not.

Thus, it is essential for every student teacher to use effective interpersonal skills and listen to, and care about, every child. The student teacher must look for the strengths in every child. When a child feels cared for, listened to, and respected, the child will engage in meaningful learning.

It is also essential for every student teacher to believe that every child can succeed. Every child has gifts—it is the student teacher's challenge to discover them, celebrate them, and use them in the teaching relationship.

Cooperative Teaching: The Relationship

Carlow's approach to early childhood student is to develop a cooperative reciprocal relationship between the mentor teacher at the school site and the Carlow student teacher. First, the mentor teacher helps the student teacher get oriented to the children and the classroom procedures. From the beginning, the student teacher interacts with the children throughout the day, but the student teacher will have the role of an assistant and will respect the flow, atmosphere, and integrity of the mentor teacher.

The mentor teacher shares her classroom and her expertise. He/she will assume many responsibilities. He/she will plan the lessons early on. Through ongoing interactions with the children and dialogues when possible with the student teacher, the mentor teacher exchanges observations, ideas and insights about the children and learning.

The student teacher, on the other hand, wonders, questions, observes and speculates and shares her insights, assessments and plans in dialogue with the mentor teacher. This is a rich, evolving, energizing relationship between the two that leads to real co-teaching whereby the student teacher will share in the planning and assessment of the lessons and structure the learning experiences. Both the student teacher and the mentor teacher will carry them out as co-teachers.

A Brief Look at the Role of the College Supervisor Mentor

The role of faculty is clearly that of mentor, catalyst, model, consultant, questioner, and facilitator. It is through these roles that the mentor creates an environment that helps the student to become internally motivated to succeed as a student teacher. The faculty member's role is to guide the student in discovering personal and professional strengths and needs; it is the student's task to act upon this discovery, construct her own knowledge, and reflect with her reflective, discursive community.

Student Teacher Outcomes

The student will demonstrate through written reflections, oral discussions, and in the classroom setting, that he/she can:

1. establish a sense of community in the classroom
2. establish appropriate positive relationships with students
3. integrate theory with best practices as he/she facilitates the teaching of content as well as social development
4. emphasize the development of the whole child—cognitive, social, emotional, motor and aesthetic growth
5. identify and implement developmentally appropriate practices
6. develop a responsive, child-centered classroom
7. identify at least one strength in each child
8. identify outcomes for the plan—assess—reassess—plan anew cycle
9. support and facilitate conflict resolution and cooperative learning
10. celebrate diversity in the range of students and in the spirit of inclusion
11. develop a portfolio to demonstrate teaching competencies throughout student teaching
12. examine professional codes of ethics and relate them to current practice
13. attend regular student teaching seminars that provide further opportunities for reflection upon student teaching theory and practice and personal and professional growth
14. move toward a co-teaching relationship with the mentor teacher at the school site
15. move toward a cooperative relationship with that mentor teacher
16. reflect upon all aspects of your teaching experience through observation, discussion, and written reflection
17. integrate technology into the curriculum while respecting developmentally appropriate methodologies
18. develop a professional disposition

Chapter 2

Roles and Responsibilities

Student teaching allows the teacher candidate to bring together all previously acquired theory, knowledge and experience in the role of a full-time professional in the school. The teacher candidate appraises ongoing development of personal and professional competencies, develops teacher presence and self confidence, refines teaching processes, and experiences the demands and responsibilities of being in a classroom full time for one semester. To facilitate growth during this essential and culminating experience of the teacher education program, the Teacher Education Division of Carlow works cooperatively with school districts to select highly qualified and experienced professionals in the school districts as mentor cooperating teachers. Carlow also provides committed and experienced Carlow faculty as college supervisors. The student teacher, mentor cooperating teacher, and the college supervisor work as a team, each with specific and important responsibilities to encourage, support and guide the successful completion of the student teaching experience. The student teacher will participate in three placements: a pre-student teaching at the primary level, student teaching at the preschool level, and student teaching in the primary level.

Responsibilities of the Teacher Education Division

The Teacher Education Division at Carlow has the responsibility to develop a broad-based program that enables students to work with many diverse groups of children and in the spirit of inclusion. The Early Childhood Program has prepared students through field work, observations, and class content for the student teaching experience. Student teaching is the culminating professional experience in a teacher's pre-service preparation.

Placement Requirements

During the term prior to the student teaching experience, the student's Program Director invites each student to review Carlow's commitment to serve diversity and the spirit of inclusion of all types of differences in a classroom; to strengthen urban education; and to be open to a range of student teaching experiences. The teacher candidate and the Program Director strive to determine the most appropriate setting for professional growth in preprimary. The Placement Officer for the Teacher Education Division makes the primary placement. Placements must be reasonably close to the Carlow campus and approved by the cooperating school. The student teaching experience at Carlow requires a four week pre-student teaching followed by two six week student teaching placements.

Pre-student teaching: Pre-student teaching is designed to allow the student teacher to become acquainted with the roles and responsibilities of teaching in a classroom. The pre-student teaching lasts four weeks and occurs in a primary placement (in either a K-1st grade classroom or a 2nd – 4th grade classroom). Goals for the pre-student teaching will be created between the supervisor, cooperating teacher, and mentor and will be based upon the student's previous teaching experiences and learning needs.

Student Teaching: After successful completion of the pre-student teaching, the student will complete two six week student teaching placements. One six week placement will occur in a preschool classroom. The second six week placement will occur in primary classroom (K-1st grade classroom or 2nd – 4th grade classroom).

The Early Childhood Education Program at Carlow assumes the tasks of developing good working relationships with the cooperating schools and school district personnel. It is the responsibility of the faculty of the Program to provide effective supervision and to serve as a resource consultant to a student teacher individually and through seminars. The college supervisor will meet regularly with the cooperating mentor teacher to discuss teaching expectations and performance and growth. They must also evaluate the progress of each student in order to make recommendations for improvement, certification and for future employment. The certification process is completed through the Teacher Education Division of Carlow.

The Early Childhood Education Program *reserves the right to change an assignment should circumstances warrant*. This change in assignment may be initiated by the cooperating mentor teacher, the student teacher, or the college supervisor.

The Program also recognizes its responsibilities to children taught by the student teacher. Should a student teacher appear to be detrimental to expected children's growth and development, that student teacher will be removed from teaching by the Early Childhood Education Program Director at Carlow.

Student Teaching Application Guidelines

When to apply:

Applications for student teaching are officially accepted two times per year according to the following schedule:

Candidates requesting **Spring** placement (January) must apply no later than **May 1st**.

Example:

- May 1, 2010 – Application is submitted (for following Spring).
- January 4, 2011 – Candidate begins student teaching

Candidates requesting **Fall** placement (September) must apply no later than **December 1st**.

- Example: December 1, 2010 – Application is submitted (for following Fall).
- September 6, 2011 – Candidate begins student teaching

Please note these application deadlines are approximately **nine months prior** to the beginning of the student teaching experience.

Where to apply:

The student teaching application and other details are available on the Carlow University website. Begin by accessing the Carlow University Home Page, select Academic Programs, and then choose the School of Education. The School of Education Home Page will display all of the student teaching requirements. Both a student teaching application and biographical sketch can be accessed and completed from this site. However, candidates must print out these pieces and submit hard copies along with all other required documents. Bring all documents to the Certification Office – Frances Warde Hall, Room 209.

Requirements that must be complete when submitting an application:

- Grade Point Average – 3.0 or above
- Undergraduate – Completion of all required coursework (major, support, and core courses) (prior to student teaching)
- Graduate – Completion of required certification courses (prior to student teaching)
- Passing grades in 2 college math courses and 2 college English courses (1 composition/writing, 1 literature)
- Application for Student Teaching
- Biographical Sketch
- Pennsylvania Child Abuse – (Clearance – Act 151)
<http://www.dpw.state.pa.us/partnerships/providers/childwelfare>
- Pennsylvania Criminal Record Check – (Clearance – Act 34)
For on-line application: <https://epatch.state.pa.us/TandC.jsp>
- FBI Federal Criminal History/Fingerprinting – (Clearance – Act 114)
www.pa.cogentid.com
- PPST PRAXIS I – Reading (Exam #710) – www.ets.org/praxis
(172 - passing score)
- PPST PRAXIS I – Writing (Exam #720) – www.ets.org/praxis
(173 - passing score)
- PPST PRAXIS I – Math (Exam #730) – www.ets.org/praxis
(173 - passing score)
- PRAXIS II – Fundamental Subjects: – www.ets.org/praxis
Content Knowledge (Exam #511)
(150 - passing score)
(Secondary majors are exempt from this exam.)
- Tuberculosis Test
- Registration for Student Teaching (during registration period)

Who to contact:

Academic Advisor – Candidates should schedule an appointment with his/her advisor at least two semesters before student teaching to discuss student teaching details and establish a timeline. Undergraduate candidates

must complete an academic audit to confirm that all academic requirements have been met. All candidates must register for student teaching. The academic advisor will assist candidate in selecting the appropriate courses.

The Certification Office – One of the primary functions of this office is the intake and processing of student teaching applications. Any questions relevant to the status of a candidate's application may be directed here.

Contact: Mrs. Anna Falcione, Secretary for the Certification Office, (412) 578-8714 or afalcione@carlow.edu

The Director of Student Teaching – Coordinates the overall student teaching process.

Contact: Mrs. Carol Johnson, Director of Student Teaching, (412) 578-6296 or [cajohnson@carlow.edu](mailto:cjohnson@carlow.edu)

The Director of the Certification –

Contact: Dr. Marilyn Llewellyn, (412) 578-6011 or mjllewellyn@carlow.edu

Special note:

Keep in mind that to be certified in the State of Pennsylvania, candidates must complete the full series of PRAXIS exams required for each specific discipline. Be sure to investigate and complete any additional exam(s) needed to ensure your eligibility for certification.

College Supervisors

Many faculty members of Carlow assume responsibilities to the student teachers through serving as college supervisors. Assignments of specific supervisors are determined by the Early Childhood Program Director. Each college supervisor assumes the following roles.

1. **Facilitator**—As a resource person, the college supervisor explores ways to strengthen the working relationship between the cooperating mentor teacher and the student teacher so that they can better meet the needs of the students in the classroom.
2. **Listener**—The college supervisor, understanding effective interpersonal communication and effective relations, and respecting individual differences helps the student teacher feel secure in gaining deeper insights into the needs of students. The college supervisor also helps the student teacher to examine her inner feelings and ideas about the challenge and fulfillment in the profession of early childhood educator.
3. **Observer**—The college supervisor assesses growth and progress in the student teaching experience. The college supervisor observes the student teacher in the classroom, regularly looking for ways to encourage and facilitate growth; to understand and deal with all of the children in the classroom; and to strengthen communication skills and creativity as all enhance the classroom.
4. **Communicator**—The college supervisor confers with the cooperating mentor teacher as well as the student teacher concerning the work and progress of the student teacher and serves as a liaison between the college and members of the teaching team. Also, the college supervisor particularly uses dialogue, clarification, and encouragement in order to strengthen the student teacher's communication, personally and professionally.
5. **Collaborator**—The college supervisor works cooperatively with the student teacher and cooperating mentor teacher as a member of a cooperative team. The college supervisor strives for, and works toward, listening, communication, facilitation, and clarification among all three.

6. **Teacher**—The college supervisor uses all tools available as an educator, especially using the “teachable moments,” in order to enrich the student teaching experience. These opportunities will occur on site and during student teaching seminars.
7. **Evaluator**—The college supervisor seeks all opportunities to see growth and progress in the student teacher. The college supervisor decides on a final grade in collaboration with the cooperating mentor teacher and reports it to the Program Director.
 - a. The college supervisor completes weekly observations (see Appendix A) and interactions with the student teacher
 - b. The college supervisor frequently gains description of the student teachers progress from the cooperating mentor teacher
 - c. The college supervisor completes a PA Dept of Ed 430 form (see Appendix B) as the mid and final evaluation from the college supervisor which includes a work sampling of the student teacher and the children from the student teacher’s notebook
 - d. The student teacher must present, in writing and orally, a portfolio (compiled from selected artifacts from the weekly notebook presented to the college supervisor) representing accomplishment, growth and change over student teaching for evaluation by the college supervisor and the Placement Officer (as part of the completed achievement of the student teacher for The Center for Teaching and Professional Growth).

Student Teachers

Within the student teaching experience, each Carlow student must assume certain responsibilities of professional competence.

1. **Daily Preparation**—The student teacher prepares thoroughly for each class to be taught each day. The lesson should follow the format for the Learning Experience Plan (LEP) (see Appendix C) in preprimary and the same plan for primary unless another is specified by the cooperating mentor teacher. Lessons must be submitted at least 3 days prior to teaching them so that the cooperating mentor teacher can read, initial to signify approval and return them to the student for preparation (advanced planning, etc.) for use.
2. **Lessons**—LEP’s should demonstrate an awareness of the developmental needs of the children in the classroom and effective teaching strategies for the children. They should represent thematic teaching and integrating the content of the curriculum.
3. **Special Placement Project**—Each placement has a specific project suited the teaching environment. The pre-student teaching experience requires a *Backward Design* teaching plan. The preschool student teaching experience requires the completion of a play center evaluation. The primary student teaching experience requires the completion of a project plan (see Appendix D).
4. **The Notebook**—There is to be an ongoing sample of the college student’s work and the children’s samples of your assessment of their work. This notebook is to be brought every day and kept up to date with the lessons. The checklist of assignments (see Appendix F) should be kept in the notebook. Artifacts from this notebook are selected and compiled to present in a portfolio at the completion of student teaching. Blog samples can be printed off and placed in the notebook (see Appendix E.)
5. **Attendance and Punctuality**—The student teacher is present each school day for the full time required by policy in the building. The exception is full day child care: although the hours are longer, the student teacher is required to attend 8:30am to 3:30pm, daily. In addition, if the

cooperating mentor teacher requests time prior to or after the official day for conferencing or other activities related to teaching, the student teacher must make this time available as well. The student teacher must be punctual for each school day, each class, each activity, and each appointment.

6. **Professionalism/Professional Disposition**—The student teacher must be sensitive to the role and responsibilities of the teacher in relationship not only to the children but also to all persons with whom he/she interacts. Throughout the student teaching experience, the student teacher should become acquainted with all who contribute to the educational endeavor and show her appreciation and respectfulness for each staff member's importance as a person and in the effective functioning of the school. The student teacher must abide by all the rules and policies of the host school district.
7. **Professional Growth**—The student teacher will engage in ongoing formal and informal dialogue concerning her student teaching experience and performance. These dialogues will serve to identify the strengths and needs of the student teacher and to support and encourage further growth and progress.
8. **Written Reflection** – The student teacher will complete written responses to the student teaching seminar prompts.
9. **Blogs** – The student teacher will be required to update a weekly blog and to respond to another student teacher's blog.

Cooperating Mentor Teacher

The cooperating mentor teacher is recognized as having professional expertise that he/she will want to share with her/his student teacher in a spirit of collaboration. While the cooperating mentor teacher has the expertise, there is a mutual respect that, hopefully, will be present and cooperation that will develop as the cooperating mentor teacher and student teacher work together in the classroom.

1. The cooperating mentor teacher will model behaviors and demonstrate:
 - a. Planning for a supportive and safe classroom environment
 - b. Thorough planning
 - c. Caring, respectful and supportive interactions with the children
 - d. Creativity and motivational strategies
 - e. Positive guidance and discipline
 - f. Classroom organization, housekeeping, and management techniques
2. The cooperating mentor teacher makes an effort to get to know the student teacher's interests, and finds the student teacher's strengths in order to engage in the collaborative learning experience more effectively.
3. The cooperating teacher spends time with the student teacher early in the experience sharing dialogues concerning the cooperating teacher's philosophy of education, curricular requirements, procedures of guidance and discipline, and general classroom procedures. Explicit information is helpful as well as the spirit of the issue.
4. The cooperating mentor teacher supervises the daily activities of the student teacher. Please give informal input for dialogue once every day. Jot down notes; include specifics and the general spirit of the experience. Dialogue.
5. While the cooperating mentor teacher allows a short time for the student teacher to observe the class, soon the student teacher is involved with the children—following the cooperating mentor teacher's lessons. Thus, the cooperating teacher has a team member in the classroom to assist with the classroom

activities of the day, and the student teacher has the opportunity to informally assess one child, a small group or a larger group in the class as he/she facilitates the child(ren)'s learning and development. These will provide rich ways to dialogue about assessment, planning for learning experiences and open-ended questioning, etc. This will develop into co-teaching with mutual participating and planning.

6. With the current emphasis on end of the year testing, this team teaching will help the cooperating mentor teacher to feel comfortable about the time the student teacher spends with the children. Additionally, both the cooperating mentor and the student teacher participate in a co-teaching experience with mutually rich opportunities to dialogue and grow, professionally.
7. The continued dialoguing between cooperating mentor teacher and student teacher may include:
 - a. Recognizing the lesson as a learning experience for the child to construct her/his own knowledge and asking open-ended questions
 - b. Recognizing the lesson as a part of the theme, unit, curricular goal(s)
 - c. Informally assessing through learning experiences results and by observation of the process
 - d. Assessment leading to planning, leading to doing, leading to assessing (the ongoing cycle)
 - e. Examining the student teachers planning and assessing and ideas for future planning and assessment
 - f. Ongoing reflections about all the aspects of the student teaching experience
 - g. Examining choices, options, outcomes, standards, etc. in the context of each aspect of the student teaching experience
 - h. Discussion of the teacher/educator in early childhood as a professional
 - i. Dialogue about the profession of teaching and its meaning
8. The cooperating mentor teacher shares the responsibility for evaluating the progress of the student teacher with the college supervisor.
 - a. Cooperating mentor teacher and student teacher establish a routine for lesson plan review. The lesson plan should be submitted to the cooperating mentor teacher at least 3 days before its use. The cooperating mentor teacher's initials signal that it can be used by the student teacher.
 - b. Each visit by the college supervisor should be seen as an opportunity for the cooperating mentor teacher to give input on the student teacher's progress and for the three dialogue when possible. In addition, the student teacher will have opportunities to discuss and to reflect upon the specifics of her experience.
 - c. Ongoing dialogue with the student teacher about strengths, needs, professionalism, and progress. Please let there be no last minute surprises: if the student teacher is struggling after one or two weeks, make it very clear to the college supervisor. Together the three people can very often work through the difficulty through collaboration. If the student teacher is not performing adequately, all three parties need to dialogue and be clear of the expectations, difficulties and required changes.
 - d. The cooperating mentor teacher completes two written evaluations of the student teacher (see Appendix G); one after three weeks and one at the conclusion of student teaching. Please go over each evaluation with the student teacher before he/she gives it to the college supervisor.
9. When permissible and upon the request of the student, the cooperating mentor teacher may be called up to write an evaluative letter for the student's professional portfolio.

Administrators of Cooperative Schools

To facilitate the cooperative working relationship, the administrators of the schools supporting the Carlow program assume the following responsibilities:

1. School administrators act as liaison between the college and their school faculty.
2. School administrators approve cooperating mentor teachers for participation as well as approved Carlow students for their assignment.
3. School administrators make the student teacher aware of the school philosophy and policies of attendance, tardiness, disciplinary actions, school calendar, and other policies or practices.
4. School administrators make student teachers feel like a part of their faculty and extend courtesies to them in a like manner; they provide work space, a place for coats, and general access to teacher space and privileges.
5. School administrators observe a student teacher at the request of the student teacher, cooperating mentor teacher, or college supervisor.
6. When permissible and upon student request, the school administrator writes an evaluative letter for the student teacher's professional portfolio.

Chapter 3

Ethical Obligations

Schools are institutions of society and, consequently, they reflect the broad values and traditions of the American social system as well as the values and traditions of the local cultural communities. The preparation of teachers at Carlow includes a variety of settings in order to enable each teacher to meet the needs of a culturally diverse population of children in a wide variety of social settings. Diversity means the wide range of variation in children that includes **all** children. All of the children in the classroom are to be included and are to be treated with dignity and respect. All of these children are to be recognized as having strengths upon which to be capitalized, and it is the student teacher's responsibility to identify and develop them. Schools significantly help to develop children who will become contributing members of our society. Schools strive to make this contribution positive and caring.

Carlow students are advised that the schools cooperating with Carlow extend a courtesy and professional service to the students by permitting them to be student teachers in their educational settings. In exchange, it is assumed that the cooperating mentor teacher will enjoy the mentoring role with the student teacher. That is, the cooperating mentor teacher will enjoy and value the role of observer, guide, support and encourager. Hopefully, the cooperating mentor teacher will value the role and responsibility of being in ongoing dialogues with the student teacher to affirm, question, suggest and expect various aspects of successful work in the classroom. The co-teacher approach previously mentioned in Chapter 2 (see **Cooperating Mentor Teacher**) will be welcomed and developed according to the cooperating mentor teacher, the student teacher, the children and the classroom strengths and needs.

School Calendar

The student teacher is expected to follow the particular school schedule of teaching days rather than the University calendar during the professional semester.

Absences

A student teacher who will be absent from school, must report by phone to the University supervisor, and the cooperating teacher prior to the opening of the school day. If the cooperating teacher has given the student teacher a home phone number, the student teacher should call the home as soon as the need for the absence is recognized. Make-up responsibilities will be arranged cooperatively with the University supervisor and the cooperating teacher after the third absence.

Should a student teacher need to adjust her/his time in the school setting because of job interviews or other extenuating circumstances, he/she must have the permission of the cooperating teacher and the University supervisor. Unauthorized loss of time will be considered an unexcused absence and must be made up; this loss of time may be reflected in the evaluation and in future references.

Time Schedule

The student teacher is expected to follow the daily school schedule of the cooperating teacher to whom she/he has been assigned; beginning time, lunch duty, bus duty, study halls, closing time. Late arrivals and early dismissals will not be tolerated except in cases of illness, extreme emergencies, or scheduling approved by the

University supervisor. Students assigned to full day child care are to keep the hours 8:30 am to 3:30 pm, daily, Monday through Friday.

Professional Dress and Interaction

Student teachers are expected to dress in a professional manner in keeping with the practices of the faculty in the cooperating school. All students are expected to be clean and well-groomed at all times. The impressions made during this assignment are important and have an impact on future recommendations. Student teacher should maintain an acceptable, professional appearance at all times by following the dress code as established by the school district whether it pertains to students or teachers. Professional appearance is an asset and requirement of the novice teacher.

The student teacher also uses appropriate language which reflects an educated person. Abusive, inappropriate, and/or sexually suggestive language is forbidden. In addition, only necessary school-related contact should be made, if needed, after school hours. Student teachers are not permitted to interact with students using social networking programs such as facebook or myspace. All communications between student teachers and their students must adhere to Pennsylvania's Professional Code of Ethics and the Ethical Code of Conduct provided by the National Association for the Education of Young Children. (See Appendix K)

Additional Study

Student teaching experiences involve a full day in the school. The student teacher is expected to use time outside the school hours for additional planning and preparation time.

The student teacher may not take additional course work at the University campus. In exceptional cases where the student presents a need to pursue course work, permission for such work must be obtained from the appropriate Early Childhood program Director prior to the student teaching experience.

Seminars

Students are required to return to campus at a regularly scheduled time for a seminar conducted by the University supervisor (s). Seminars meet for the purpose of sharing ideas; discussing child development and developmentally appropriate practices; building relationships; the assessment of children; facilitating children's constructing knowledge; integrating the arts in the curriculum; developing self regulation; problem-solving; critical and creative thinking; evaluating teaching strategies and materials; discussing school law and certification; planning for job interviews; and communicating with the supervisor. In addition to the required University seminar, student teachers may find additional resource materials and discover educational workshops and conferences of particular interest to them. Release time from attendance must be approved by the Early Childhood Program Director and the cooperating mentor teacher.

Chapter 4

Student Teaching Responsibilities

The following procedures and guidelines present the student teacher and cooperating mentor teacher with a general overview of the Teacher Education Division's expectations during the experience.

Time Management

The time of the student teacher is divided among observations, non-teaching duties and teaching.

Observation includes:

- noting the cooperating mentor teacher's strategies of teaching and relating to the children,
- the children's behaviors and relationship to the teacher,
- and the interaction of these.

Ordinarily, the first day or two will be devoted to observation. This period of observation will enable the student teacher to become acquainted with the general routine and procedures of the classroom, with the children, and with the school. Additional observation throughout the student teaching experience is required for assessment of the student teaching experience.

Non-teaching duties include:

- classroom housekeeping,
- record keeping,
- and other organizational responsibilities.

The student teacher should experience such duties. After a brief orientation and time to observe, the student teacher should help/share in the classroom responsibilities.

Teaching includes all the time that the student teacher is with the children, be it individually, in a small group or with the large group. Co-teaching is the goal of the student teaching experience.

Observation Strategy

Your knowledge of child development and your ability to facilitate the growth and learning of children depend on how well you observe and understand the individuals within the group, and the individual and group learning and growing experiences which the cooperating mentor teacher has designed for the children. You are looking for a responsive, child-centered classroom where each child is actively engaged in the exciting process of learning.

During your first two days, spend time observing and writing about the following components of an early childhood classroom:

1. the physical and emotional and aesthetic aspects of the classroom environment
2. the daily schedule and how the teacher(s) supports the smooth transition, reason for the order of experiences, teamwork
3. outcomes for class—socially, emotionally, physically, cognitively, and aesthetically

4. individual outcomes for a range of students
5. ways the classroom is inclusive
6. motivational strategies
7. guidance and discipline
8. building of self esteem
9. ongoing assessment strategies **that determine planning**
10. Supervision Summary format (see Appendix H) for guidelines for observing various centers

Planning and Organizational Strategies

Planning not only gives thought to the examination of concepts and questions and enables the teacher to use different strategies to meet the needs and learning styles of a variety of children. Good planning also develops and clarifies the teacher's thinking and can make assessment a conscious endeavor.

Planning needs to address the long term and short term goals within the classroom, and the student teacher's plans should be designed to fit within the overall goals of the cooperating mentor teacher's classroom. In classrooms, this will necessitate the development integrated lesson plans, project plans, and play experiences. The student teacher's plan should be designed to be an integral part of the daily schedule. (See the Learning Experience Plan—LEP—in Appendix C). Use the format for each learning experience planned. The format encourages a backward design model to lesson planning.

The student teacher is to submit a Learning Experience Plan (LEP) at least 3 days prior to implementing the learning experience to the cooperating mentor teacher who will signify its acceptance with her/his signed initials. The supervisor must also review the learning experience plan in advance and discuss the intended plan with the student. Completed LEP's are to be placed in the student teacher's notebook weekly.

A weekly blog will be completed by students. Students will also have blog readers that will consist of one other student who will read and use the blog to communicate weekly reflections of their student teaching experience. The weekly blogs will be created on the web. The blog topics will consist of issues student teaching. It is important to keep the blogs professional and refrain from using any information that would identify the school or children the student teacher is working with. The blogs can be used to share successes, ideas, reflect on lesson plans, discuss issues, and respond to other students. Appendix E contains additional information for blog topics and formats.

Appendix D contains three different lesson planning formats that need to be completed, one for each placement. During the pre-student teaching experience, the student teacher will complete a backward design plan. During the preschool student teaching experience, the student will complete play center evaluation. And during the primary student teaching experience, the student will complete a project plan.

Student Teaching Experience Projects

There are three projects that are required in each student teaching placement; an understanding by design plan, a play center plan, and project plan. The format for each project is located in Appendix D.

Pre-student teaching Requirement

The pre-student teaching placement will occur in a primary setting, either in Kindergarten/First grade or second/third grade classroom.

The pre-student teaching project plan is designed experience lesson planning through backward design. This methodology is inspired Wiggins and McTighe's Understanding by Design framework. This approach to education gives the teacher the responsibility as the designer. The teacher is the designer of the curriculum, learning experience, and assessment. This backward framework occurs in three stages.

- 1) Identify desired results
- 2) Determine acceptable evidence
- 3) Plan learning experiences and instruction

Preschool Student Teaching Requirement

In the preschool student teaching experience, the student teacher will complete the following eight-step play evaluation project.

- 1) Choose a play center in the classroom that you would like to evaluate and improve. Create a sketch or take a photograph of that play center.
- 2) Complete an inventory of the materials offered in the play center
- 3) Observe play in that center on three separate occasions. Evaluate how the materials were used and what social interactions were evident.
- 4) Analyze the different levels of play observed.
- 5) Analyze the intelligences addressed in the play center.
- 6) Plan changes necessary to improve the play center using Appendix D.
- 7) Implement the changes.
- 8) Observe to see of social interactions and play levels changed,.

Primary Student Teaching Requirement

During the second primary student teaching experience, the student teacher will complete a project plan. This type of plan differs from a unit plan. In project-based work with young children, the idea for the project is chosen through an interest, desire, or question that the children have. Experiences are planned and developed through a three phase project process outline by Lilian Katz.

- 1) Phase One 'getting started' – during this phase the topic is chosen from an interest, desire, experience, challenge, or idea that the children have.
- 2) Phase Two 'field work' – this stage involves researching the topic through field trips, literature, exploration, and through interacting with people who know about the topic.
- 3) Phase Three 'culminating and debriefing event' – this stage gives the children the opportunity to communicate what they learned about the project through a report, presentation, event, festival, story, or discussion.

Chapter 5

Supervision and Evaluation

As the student teacher develops appropriate observation and planning tools for effective teaching, she/he must consider the importance of achieving goals established for the learners in the classroom. In order to assess the student teacher's progress toward goal achievement of supervision and evaluation techniques is to measure growth, development, and performance. The participants in the process, each with her own role and responsibilities, include the student teacher, the cooperating mentor teacher, and the University supervisor.

Supervision is a significant function of the cooperating mentor teacher and the University supervisor. Supervisors try to facilitate a meaningful teaching experience for the student teacher. The cooperating mentor teacher has a daily opportunity to observe strengths and needs of the student teacher and support professional growth. The University supervisor can often bring a fresh approach and see the growth that has taken place over an extended period.

The supervision process is designed to provide educational experiences significant to the growth and development of the personal, professional, and instructional competencies of the student teacher. Experiences should be provided that support the strengths of the student teacher as well as those that may serve to improve competencies in which the student teacher shows need for improvement. It is important to remember that this student teaching experience is designed as a learning experience that will enable the student teacher to put into perspective the various professional skills, responsibilities and qualities necessary for entry-level performance in the education profession. Consequently, supervision is designed to support professional growth.

Supervision Model – Developmental Supervision

It is extremely important for the student to establish good rapport with both the cooperating teacher and the University supervisor in order to help establish a climate that is conducive to professional growth. The supervision approach must stress the positive strengths of the student teacher, encouraging the beginning teacher to be creative, to explore, and to design various learning activities that will meet the needs and learning styles of the students. The student teacher will make mistakes. The gifted supervisor recognizes the mistakes and facilitates reflective discourse in order for the student teacher to develop improved teaching strategies. It is within this context that the supervising teacher can give specific directions and suggestions for improvement. This climate allows the student teacher to begin to assume significant responsibility for personal professional growth. The student teacher is an integral part of the supervision process and should play a role in the process of defining personal strengths and needs as well as planning with the cooperating mentor teacher and University supervisor such strategies that will improve and develop those competencies necessary for effective teaching. The concerns of developmental supervision are not so much summative evaluation as formative evaluation. Developmental supervision recognizes the levels of growth of the beginning teacher: survivor to implementer to mature, creative teacher.

The teaching experience involves substantial participation over an extended period of time with qualified supervision by faculty of the University and of the cooperating school. The cooperating mentor teacher guides and facilitates the growth and development of the student teacher at the site level. The Teacher Education Division supervisors work as a team in cooperation with the cooperating mentor teacher to provide effective developmental supervision. Within this context of cooperative supervision, the student teacher's input and

concerns for her development and growth are as important to adequate supervision as the professional involvement of the cooperating teacher and the University supervisor.

The process of developmental supervision is concerned with a shared decision-making climate. It helps the student teacher to use personal competencies at various levels in order to establish an effective learning atmosphere and appropriate teacher-student interaction. This process should assist the student teacher in the development of skills in methods and techniques that are designed to meet the differing learning styles of the children. The new teacher requires direct support and supervision; the more mature teacher seeks new ideas and collegial renewal.

The organizational strategy of developmental supervision consists of a pre-conference, classroom observation, and a post-conference. The pre-conference is designed to allow the student teacher to discuss with the supervisor problems and concerns as well as goals or purposes of the lesson to be observed. The student teacher can request that the supervisor observe the total teaching-learning situation or specific teacher competencies that he/she is trying to develop. The pre-conference is not always a formal meeting but may, instead, be information shared in seminar or in another more informal setting.

After the observation, the student teacher and the supervisor share their perceptions about what happened. The student teacher provides personal analysis of the lesson as does the supervisor. This conference deals primarily with the concerns that were identified before the lesson. This type of supervision process builds upon the strength of the student and helps her to develop skills upon which to base future growth. In addition, this type of supervision stimulates and facilitates the unique personal growth of the student teacher. Within the context of the conference both the student teacher and the supervisor may bring in other points which contribute to the development of the student teacher.

This interaction between the student teacher and the supervisor personalizes the learning process of the student teacher and enables the student, in cooperation with the University supervisor and cooperating mentor teacher, to devise specific teaching-learning strategies pertinent to the student teachers development; i.e., additional experiences needed for continuing development of particular competencies and mutual decisions for the next developmental supervision session.

On occasion, time elements may cause adjustments in the developmental supervision model, but supervisors attempt to create the kind of cooperation and responsibility implied within the developmental supervision model.

Supervision by both the cooperating, mentor teacher and University supervisor will assist the student in completing the requirement for student teaching, but the student must show that the work has been successfully completed. The weekly reflective logs and the compilation of LEP's, unit plans and teachable moments, as designed and evaluated, provided concrete evidence of the scope of learning experiences which have been successfully handled. Additionally, the student will be required to complete the Checklist of Early Childhood Experiences contained on the following pages which will note the days when such experiences have been completed. In this manner the student will show that he/she is fully prepared for designing learning experiences for children from infancy through eight years. This checklist will be reviewed by the student and University supervisor at midpoint and at the conclusion of the student teaching session. (See Appendix F). A minimum of three PDE 430 observations needs to be completed, one for each placement (See Appendix B).

Responsibilities of University Supervisors

Pre-Student Teaching

- 1) Establish a good working relationship with the cooperating teacher.
- 2) Identify the goals of the pre-student teaching experience with the student using Pre-Student Teaching Plan located in Appendix F.
- 3) Ensure the use of the *Universal by Design* lesson plan experience.
- 4) Hold pre and post student teaching conferences with the student.
- 5) Attend the university student teaching seminars.
- 6) Supervise and respond to blog entries.
- 7) Supervise the completion of the pre-student teaching checklist in Appendix F.
- 8) Meet with cooperating teacher to discuss expectations at the beginning of the placement.
- 9) Meet with cooperating teacher to discuss specific issues with student teacher.
- 10) Complete at least one PDE 430 observation form.
- 11) Physically complete all observations (if the supervisor is unable to observe for any length of time, the early childhood department at Carlow needs to be notified in advance.)

Pre-School Student Teaching

- 1) Establish a good working relationship with the cooperating teacher.
- 2) Hold pre and post student teaching conferences.
- 3) Ensure the play project plan is implemented and completed.
- 4) Supervise the completion of the preschool student teaching checklist in Appendix F.
- 5) Attend the university student teaching seminars.
- 6) Supervise and respond to blog entries.
- 7) Meet with cooperating teacher to discuss expectations at the beginning of the placement.
- 8) Meet with cooperating teacher to discuss specific issues with student teacher.
- 9) Complete at least one PDE 430 observation form.

Primary Student Teaching

- 1) Establish a good working relationship with the cooperating teacher.
- 2) Hold pre and post student teaching conferences.
- 3) Ensure the project plan is developed and carried out.
- 4) Supervise the completion of the preschool student teaching checklist in Appendix F.
- 5) Supervise and respond to blog entries.
- 6) Attend the university student teaching seminars.
- 7) Confirm that the primary student teaching checklist is completed.
- 8) Meet with cooperating teacher to discuss expectations at the beginning of the placement.
- 9) Meet with cooperating teacher to discuss specific issues with student teacher.
- 10) Complete at least one PDE 430 observation form.

Chapter 6

The Portfolio: Purpose and Guidelines

The notebook and blogs you compile during student teaching becomes a source for artifacts for your portfolio. A portfolio is a purposeful collection of student artifacts that exhibits the student's efforts, progress, and achievements in one or more areas. The collection must include student participation in selecting contents, the criteria for selection, the criteria for judging merit, and evidence of student self-reflection and growth. The portfolio is a useful tool in interviewing and assessing one's own growth and knowledge in the field.

Four Goals

1. To encourage reflective thinking
2. To demonstrate integration of theory to practice
3. To demonstrate professional growth
4. To provide a tool for employment

Seven Guidelines

1. The end product must contain information that shows that you have engaged in self-reflection and growth.
2. The portfolio is something done by you, not to you. Portfolio assessment offers a concrete way for you to learn to value your own work, and by extension to value you as a learner and student teacher.
3. The portfolio is separate and different from a cumulative folder. Scores and other cumulative folder information may be included only if they take on new meaning within the context of the other artifacts found there.
4. The portfolio must convey explicitly or implicitly your activities; for example, the purpose of the portfolio (rationale), its goals, the actual displays (contents), what is good and not so good performance (standards) and what the contents tell us (judgments).
5. The portfolio may serve a different purpose during the year from the purpose it serves at the end. At the end of your professional sequence, the portfolio will contain only material you are willing to make public.
6. A portfolio may have multiple purposes but these must not conflict. Your personal goals and interests are reflected in your selections, but information included may also reflect the interests of the teacher or University. A universal purpose is showing progress toward goals.
7. The portfolio should contain information that illustrates growth.

The Portfolio: Contents

Recommendations for the contents of the portfolio can be as follows:

1. Your profile from the Center for Teaching and Professional Growth.
2. One self-designed goal per semester. The first goal will be from the Center for Teaching and Professional Growth results and will be checked by the faculty member involved. Professional growth should be demonstrated in the design of these goals, progressing from the concrete, academic to the abstract, personal goals.
3. A representative selection from each course and experience in the professional sequence for your major.
4. A copy of your philosophy of education. Revisions made each year will replace the one from the previous year.
5. A copy of your Act 33-34 Clearance form.
6. Letters of recommendation.
7. A copy of the results of a tyne test (for tuberculosis) – indicating a negative result.
8. Video of lesson taught with self evaluations.
9. Student teaching evaluations.
10. Updated resume with nonteaching job experience and educational job experiences.
11. Professional history items such as, certificates, evaluations/recommendations, memberships and roles in committees and professional organizations, as well as community service.
12. Optional selections which you deem important should also be included, such as; photographs of bulletin boards and learning centers, sample of writing, thoughts and perspectives on schools and schooling or teachers and teaching, self appraisals including attitudes, interests, abilities, teaching/learning style, personal assessment as a person and a teacher, self-evaluation of video-taped lessons.

.....

Remember to choose items which will demonstrate your growth as well as skills. Your portfolio should verify that you are fulfilling the objectives of the Teacher Education Division and the Early Childhood Program.

Chapter 7

Certification and Testing Requirements for Employment Preparation

Praxis Exam

1. The student is responsible to be prepared for and taking the Pennsylvania Teacher Certification Testing Program (Praxis). Certification cannot be issued until the student has passed all sections of the test.
2. Note deadlines and procedures for application. Registration dates fall six weeks prior to each administration date. Registration materials are available in the Teacher Education Division office, Frances Warde Hall, room 209.

Certification Process

Completion of Carlow's Teacher Education Program does not lead to automatic certification. Carlow recommends teacher candidates to the Pennsylvania Department of Education based on program completion and satisfactory academic standing, the recommendation of the University supervisor(s) and cooperating mentor teachers during student teaching, and successful completion of the required testing program. The teacher candidate must apply for certification according to the following guidelines:

1. Teacher candidate must complete the Pennsylvania Department of Education certification form (PDE 338C & 338G). Forms are available in the Division of Teacher Education Office (FWH 209).
 - Degree-seeking students may complete the form two weeks prior to graduation.
 - Certification only students may complete the form one month prior to the completion of student teaching.
2. The teacher candidate submits the completed form, including evidence of a physical examination (space on form), along with appropriate fee in the form of a MONEY ORDER (made out to the Commonwealth of Pennsylvania).
3. The certifying officer verifies the completion of certification requirements and forwards the application to the Pennsylvania Department of Education
4. The Pennsylvania Department of Education forwards the Instructional I certification directly to the student. The process requires 6 -8 weeks.

Use of Certification

1. Keep your certificate in a safe place and give only copies to anyone who may need them. School districts are now required to see the original certificate, not a photocopy, during the employment process.
2. Regulations governing your certification and requirements for converting it to Instructional II are printed on the back of the certificate.
3. Remember that conversion to Instructional II requires three years of satisfactory teaching and an additional 24 post-baccalaureate credits. You will have six years of full-time equivalent teaching to accomplish this. You should seriously consider beginning a graduate degree; but it may not be wise to begin studies in your first year of full time teaching.
4. Any Pennsylvania school district that hires a new teacher is required to provide an Induction program. This supportive, year-long experience is an additional requirement for conversion of Instructional I to Instructional II.

Other required documentation

Act 34 requires a security check for all persons employed in the public and nonpublic schools in the Commonwealth. Application forms are available from the State Police barracks or the Division of Teacher Education Office (FWH 209). Applicants for employment must show the original Act 34 report, which is valid for one year, to school district officials when applying for employment.

Employment Opportunities

The Teacher Education Division encourages students to focus on employment preparation throughout their tenure at Carlow. In order to support the process, the Division of Teacher Education extends activities and seminars which enhance the students' professional development. The Carlow Center for Career and Professional Enrichment supports the students' development of credential files.

Professional Portfolio

The portfolio serves as both an evaluative tool and professional file. The portfolio allows the student to view her development throughout the academic process and provides the student with a comprehensive file from which the student may select articles for presentation during employment interviews.

Credential File

The Carlow Center for Career and Professional Enrichment will maintain a credentials file on any student who completes a degree or certification through the Carlow. If the student wishes to create a credential file with the Center for Career and Professional Enrichment, it is the student's responsibility to provide copies of documents to the Center for Career and Professional Enrichment. The Teacher Education Division will not forward materials or letters without the student's specific request.

Any student who does not wish to establish a credentials file with the Center for Career and Professional Enrichment should maintain her own documentation. The Education Division will not send out documents for students.

The Teacher Education Division recommends that each student maintain the portfolio as professional documentation for the interview process.

Employment Search

In order to prepare students for the interview process, the Teacher Education Division has designed interview simulations. Students are encouraged to participate in the simulations which directly address the following steps.

1. Prepare a strong and attractive resume.
2. Prepare for an interview.
 - A. Research the district and the school.
 - B. Review your portfolio and select articles which address the needs of the school and district.
 - C. Dress appropriately as a professional.
 - D. Be courteous and gracious. Let your posture, eye contact and facial expression contribute to a positive interview experience.
 - E. Be prepared to state your philosophy of education and of discipline and guidance.
3. Respond openly to questions and be certain to let interviewer(s) know why you will be a good member of the staff. Be enthusiastic, positive and open but realistic; you know that teaching is demanding.
4. Be prepared to respond to hypothetical situations (What would you do if...). You do not have to rush into a response; you may take a few seconds to compose your response.
5. If you know that any particular weakness has been noted in an evaluation or a letter of reference, find an opportunity to deal with it in the interview. Be able to show what you have done and what you are currently doing to correct that weakness.

In addition the Education Division offers the following pointers:

- A. Check bulletin boards at Carlow for position openings.
- B. Pennsylvania school district addresses are available in FWH 209; state certification requirements are also available there.

Appendices

Appendix A
Student Teacher Observation Form



CARLOW
UNIVERSITY

School of Education
3333 Fifth Avenue
Pittsburgh, PA 15213
P: 412.578.6012
F: 412.578.8816

Student Teacher Observation Form (Please write heavily to record through all copies)

Student Teacher Cooperating Teacher

School University Supervisor

Date Time Grade Subject

SAMPLE

White Copy - Student • Yellow Copy - Cooperating Teacher • Pink Copy - Supervisor

Appendix B

Commonwealth of Pennsylvania	DEPARTMENT OF EDUCATION	333 Market St., Harrisburg, PA 17126-0333
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Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice

Student/Candidate's Last Name	First	Middle	Social Security Number
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Subject(s) Taught

Grade Level

This form is to serve as a permanent record of a student teacher/candidate's professional performance evaluation during a specific time period, based on specific criteria. This form must be used at least twice during the 12-week (minimum) student teaching experience.

PERFORMANCE EVALUATION

Directions: Examine all sources of evidence provided by the student teacher/candidate and bear in mind the aspects of teaching for each of the four categories used in this form. Check the appropriate aspects of student teaching, and indicate the sources of evidence used to determine the evaluation of the results in each category. Assign an evaluation for each of the four categories and then assign an overall evaluation of performance. Sign the form and gain the signature of the student teacher.

Category I: Planning and Preparation — Student teacher/candidate demonstrates thorough knowledge of content and pedagogical skills in planning and preparation. Student teacher makes plans and sets goals based on the content to be taught/learned, knowledge of assigned students, and the instructional context.

Alignment: 354.33. (1)(i)(A), (B), (C), (G), (H)

Student Teacher/Candidate's performance appropriately demonstrates:

- Knowledge of content
- Knowledge of pedagogy
- Knowledge of Pennsylvania's K-12 Academic Standards
- Knowledge of students and how to use this knowledge to impart instruction
- Use of resources, materials, or technology available through the school or district
- Instructional goals that show a recognizable sequence with adaptations for individual student needs
- Assessments of student learning aligned to the instructional goals and adapted as required for student needs
- Use of educational psychological principles/theories in the construction of lesson plans and setting instructional goals

Sources of Evidence (Check all that apply and include dates, types/titles and number)

- | | |
|---|---|
| <input type="checkbox"/> Lesson/Unit Plans _____ | <input type="checkbox"/> Student Teacher Interviews _____ |
| <input type="checkbox"/> Resources/Materials/Technology _____ | <input type="checkbox"/> Classroom Observations _____ |
| <input type="checkbox"/> Assessment Materials _____ | <input type="checkbox"/> Resource Documents _____ |
| <input type="checkbox"/> Information About Students _____ | <input type="checkbox"/> Other _____ |
- (Including IEP's)

Category	Exemplary 3 Points	Superior 2 Points	Satisfactory 1 Point	Unsatisfactory 0 Points
Criteria for Rating	The candidate <i>consistently</i> and <i>thoroughly</i> demonstrates indicators of performance.	The candidate <i>usually</i> and <i>extensively</i> demonstrates indicators of performance.	The candidate <i>sometimes</i> and <i>adequately</i> demonstrates indicators of performance.	The candidate <i>rarely</i> or <i>never</i> and <i>inappropriately</i> or <i>superficially</i> demonstrates indicators of performance.
Rating (Indicate √)				

Justification for Evaluation

Commonwealth of Pennsylvania	DEPARTMENT OF EDUCATION	333 Market St., Harrisburg, PA 17126-0333
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Student/Candidate's Last Name	First	Middle	Social Security Number
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Category II: Classroom Environment – Student teacher/candidate establishes and maintains a purposeful and equitable environment for learning, in which students feel safe, valued, and respected, by instituting routines and setting clear expectations for student behavior.

Alignment: 354.33. (1)(i)(E), (B)

Student Teacher/Candidate's performance appropriately demonstrates:

- Expectations for student achievement with value placed on the quality of student work
- Attention to equitable learning opportunities for students
- Appropriate interactions between teacher and students and among students
- Effective classroom routines and procedures resulting in little or no loss of instructional time
- Clear standards of conduct and effective management of student behavior
- Appropriate attention given to safety in the classroom to the extent that it is under the control of the student teacher
- Ability to establish and maintain rapport with students

Sources of Evidence (Check all that apply and include dates, types/titles, and number)

- | | |
|--|--|
| <input type="checkbox"/> Classroom Observations_____ | <input type="checkbox"/> Visual Technology_____ |
| <input type="checkbox"/> Informal Observations/Visits_____ | <input type="checkbox"/> Resources/Materials/Technology/Space_____ |
| <input type="checkbox"/> Student Teacher/Candidate Interviews_____ | <input type="checkbox"/> Other_____ |

Category	Exemplary 3 Points	Superior 2 Points	Satisfactory 1 Point	Unsatisfactory 0 Points
Criteria for Rating	The candidate <i>consistently</i> and <i>thoroughly</i> demonstrates indicators of performance.	The candidate <i>usually</i> and <i>extensively</i> demonstrates indicators of performance.	The candidate <i>sometimes</i> and <i>adequately</i> demonstrates indicators of performance.	The candidate <i>rarely</i> or <i>never</i> and <i>inappropriately</i> or <i>superficially</i> demonstrates indicators of performance.
Rating (Indicate √)				

Justification for Evaluation

Commonwealth of Pennsylvania	DEPARTMENT OF EDUCATION	333 Market St., Harrisburg, PA 17126-0333
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Student/Candidate's Last Name	First	Middle	Social Security Number
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Category III — Instructional Delivery - Student teacher/candidate, through knowledge of content, pedagogy and skill in delivering instruction, engages students in learning by using a variety of instructional strategies.

Alignment: 354.33. (1)(i)(D),(F),(G)

Student Teacher/candidate's performance appropriately demonstrates:

- Use of knowledge of content and pedagogical theory through his/her instructional delivery
- Instructional goals reflecting Pennsylvania K-12 standards
- Communication of procedures and clear explanations of content
- Use of instructional goals that show a recognizable sequence, clear student expectations, and adaptations for individual student needs
- Use of questioning and discussion strategies that encourage many students to participate
- Engagement of students in learning and adequate pacing of instruction
- Feedback to students on their learning
- Use of informal and formal assessments to meet learning goals and to monitor student learning
- Flexibility and responsiveness in meeting the learning needs of students
- Integration of disciplines within the educational curriculum

Sources of Evidence (Check all that apply and include dates, types/titles, or number)

- | | |
|---|---|
| <input type="checkbox"/> Classroom Observations _____ | <input type="checkbox"/> Student Assignment Sheets _____ |
| <input type="checkbox"/> Informal Observations/Visits _____ | <input type="checkbox"/> Student Work _____ |
| <input type="checkbox"/> Assessment Materials _____ | <input type="checkbox"/> Instructional Resources/Materials/Technology _____ |
| <input type="checkbox"/> Student Teacher/Candidate Interviews _____ | <input type="checkbox"/> Other _____ |

Category	Exemplary 3 Points	Superior 2 Points	Satisfactory 1 Point	Unsatisfactory 0 Points
Criteria for Rating	The candidate <i>consistently</i> and <i>thoroughly</i> demonstrates indicators of performance.	The candidate <i>usually</i> and <i>extensively</i> demonstrates indicators of performance.	The candidate <i>sometimes</i> and <i>adequately</i> demonstrates indicators of performance.	The candidate <i>rarely</i> or <i>never</i> and <i>inappropriately</i> or <i>superficially</i> demonstrates indicators of performance.
Rating (Indicate √)				

Justification for Evaluation

Commonwealth of Pennsylvania	DEPARTMENT OF EDUCATION	333 Market St., Harrisburg, PA 17126-0333
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Student/Candidate's Last Name	First	Middle	Social Security Number
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Category IV – Professionalism - Student teacher/candidate demonstrates qualities that characterize a professional person in aspects that occur in and beyond the classroom/building.

Alignment: 354.33. (I)(i)(I),(J)

Student Teacher/Candidate's performance appropriately demonstrates:

- Knowledge of school and district procedures and regulations related to attendance, punctuality and the like
- Knowledge of school or district requirements for maintaining accurate records and communicating with families
- Knowledge of school and/or district events
- Knowledge of district or college's professional growth and development opportunities
- Integrity and ethical behavior, professional conduct as stated in Pennsylvania Code of Professional Practice and Conduct for Educators; and local, state, and federal, laws and regulations
- Effective communication, both oral and written with students, colleagues, paraprofessionals, related service personnel, and administrators
- Ability to cultivate professional relationships with school colleagues
- Knowledge of Commonwealth requirements for continuing professional development and licensure

Sources of Evidence (Check all that apply and include dates, types/titles, or number)

- | | |
|--|--|
| <input type="checkbox"/> Classroom Observations_____ | <input type="checkbox"/> Student Assignment Sheets_____ |
| <input type="checkbox"/> Informal Observations/Visits_____ | <input type="checkbox"/> Student Work_____ |
| <input type="checkbox"/> Assessment Materials_____ | <input type="checkbox"/> Instructional Resources/Materials/Technology_____ |
| <input type="checkbox"/> Student Teacher Interviews_____ | <input type="checkbox"/> Other_____ |
| <input type="checkbox"/> Written Documentation_____ | |

Category	Exemplary 3 Points	Superior 2 Points	Satisfactory 1 Point	Unsatisfactory 0 Points
Criteria for Rating	The candidate <i>consistently</i> and <i>thoroughly</i> demonstrates indicators of performance.	The candidate <i>usually</i> and <i>extensively</i> demonstrates indicators of performance.	The candidate <i>sometimes</i> and <i>adequately</i> demonstrates indicators of performance.	The candidate <i>rarely</i> or <i>never</i> and <i>inappropriately</i> or <i>superficially</i> demonstrates indicators of performance.
Rating (Indicate ✓)				

Justification for Evaluation

Directions for Using the PDE



Using the
Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice—
Pennsylvania Department of Education—PDE-430

HEADING AND SIGNATURE PAGE

1. The heading of the evaluation form contains biographical information regarding the student teacher/candidate being evaluated and the evaluation period.
2. The subjects being taught and the grade level should be clearly listed.
3. Write the date on which the conference was held between the student teacher/candidate and the evaluator on the signature page of the PDE-430 form.
4. Clearly state the school year and the term in the appropriate place on the signature page.

CATEGORIES OF EVALUATION

1. PDE 430 has 4 major categories addressing evaluation of student teacher/candidate:
 - i. Category I- Planning and Preparation
 - ii. Category II- Classroom Environment
 - iii. Category III-Instructional Delivery
 - iv. Category IV-Professionalism

Each category has student teacher/candidate performance indicators that support the category's evaluation on a continuum from Exemplary through Unsatisfactory. The "Student Teacher/Candidate's Performance Appropriately Demonstrates" indicators are the criteria for the evaluation. Both the evaluator and the student teacher/candidate must be aware of the performance indicators being used in the evaluation before the evaluation takes place.

2. Each PDE 430 Category, I through IV, includes an explanation of the various aspects of teaching that aid in the further definition of the category.

LEVELS OF PROFICIENCY IN THE CATEGORIES

1. The categories presented on the PDE 430 provide knowledge, to the evaluator and the student teacher/candidate, of performance expectations and the required levels of proficiency for each category. The category's results, are evaluated through the review of the defined "Student Teacher/Candidate's Performance Demonstrates" indicators in each of the four categories.
2. The student teacher/candidate's demonstrated performance indicators in each category should be checked or highlighted in a manner to assist the evaluator in determining the appropriate level of proficiency. *The judgment of the performance for the rating of any category is based on:*
 - *the rater's overall evaluation of performance in each category and*
 - *is not dependent on seeing each single performance indicator demonstrated successfully in order to receive a high level evaluation.*

SOURCES OF EVIDENCE

1. The sources of evidence, gathered by the student teacher/candidate and the evaluator, should be considered by the evaluator to make a judgment about the student teacher/candidate's performance/level of proficiency.
2. It is also the responsibility of the student teacher/candidate to ensure the availability of evidence required for each of the categories evaluated. The evaluator and the student teacher/candidate will share the sources at the conference date. The evaluator will mark, on the form next to the source of evidence, pertinent pieces of evidence that were reviewed during the evaluation of a student teacher/candidate's performance/level of proficiency.
3. Since the evaluation form serves as a recordkeeping device in support of the recommendation for a successful performance assessment, it is important that the evaluator specify, next to the source of evidence, any evidence considered so that the student teacher, and other administrators reviewing the form, may have a sense of what was used to arrive at a judgment on the level of proficiency.
4. Sources of evidence should have, where appropriate, written dates that the source of evidence occurred: for example, the date of the planning document or dates of classroom observations/visits. Types of evidence reviewed can be listed as well as titles, for example, Back-to-School Night presentation. It should include the number of sources; for example if seven pieces of student work were collected for a particular source of evidence, that number should be included.
5. The space following each source of evidence allows an evaluator to document the important source(s) that were considered and captures the essential information about the source. If further space is required, an additional sheet may be attached.

JUSTIFICATION FOR EVALUTION

1. After reviewing the results of the student teacher/candidate's performance indicators in each category, and the pertinent sources of evidence, the assessor will make a judgment for each category on the PDE 430. The appropriate box is then checked.
2. This is a key section as it provides the student teacher with a clear understanding of the evaluator's decision based on observations and other specific sources of evidence. This section also provides further explanation of why the student teacher is receiving a particular rating for the category. The evaluator's comments help to focus the student teacher on his/her specific strengths and areas for improvement. It is important to write statements that are clear, consistent, and specify key areas for improvement, if required.

The justification section may be expanded to whatever length the rater feels necessary to help the student teacher/candidate understand the rating, the reasons for it and steps that can be taken to improve performance, whenever required.

EVALUATION

1. The evaluation/signature page of the PDE 430 includes the school year and term during which the observation occurred. An appropriate overall judgment of the student teacher/candidate's demonstrated performance will be made and checked, resulting in either a particular level of proficiency.
2. The signature of the evaluator, usually the student teacher/candidate's supervisor, must be included. In addition, the signature of the student teacher/candidate and the appropriate signature dates must also be included. The student teacher/candidate does not have to agree with the judgments or statements of the evaluator in order to sign the form. The student teacher/candidate is obligated to sign the form once the evaluator has shared the contents of the form with the student teacher/candidate. Student teacher/candidate may annotate the form with "I disagree with this rating."
3. The Overall Justification for Evaluation section should specify any key areas for improvement, when used for the first assessment, and provide the student teacher with a clear understanding of the evaluator's overall judgment of the their performance. All written sections may be expanded in size in order to fully express the observations and recommendations to the student teacher/candidate. Additional pages may be added if necessary.

The level of proficiency indicated in each of the 4 categories will added to determine an overall rating/level of proficiency for the entire PDE 430 form and the single rating period. At least a satisfactory rating must have been be achieved in each of the 4 categories.

The certifying officer must now verify that the candidate has achieved at least a satisfactory rating on the PDE 430 by so indicating on the PDE 338C, College/University Verification Form, which is used to recommend a candidate to the Commonwealth for certification.

GENERAL REQUIREMENTS

1. Each student teacher/candidate must be observed and evaluated using the PDE 430 a minimum of two times during their student teaching experience--once at the midpoint, and once at the end. Note that this is a minimum number of times and further evaluations may be completed, as the college/university desires. For example, if a candidate has two separate student teaching assignments, they may be observed at the midpoint and end of each assignment.
2. All evaluations with the PDE 430 are considered to be formative with the exception of the final one, which is considered to be the summative evaluation. All others are used in order to give the student teacher/candidate an opportunity to correct or improve any deficiencies.

The PDE 430 assessment instrument must be used a minimum of two times. A satisfactory rating (1) in each of the 4 categories, resulting in *a minimum total of at least (4) points, must be achieved on the final summative rating* to favorably complete the overall assessment. Note that all categories must have achieved at least a satisfactory rating in all cases.

3. A copy of the PDE 430 is kept in the student teacher/candidate's college file. Student teacher/candidate's should have a copy of their completed PDE-430. However, copies of the PDE 430 should not be provided by the college to outside agencies, prospective employers, or other individuals, in any situation, as this is an internal document. The PDE 430 is a confidential document. Copies of the PDE 430 will be reviewed during state major program reviews.

Division of Teacher Education
717-787-3470
Bureau of Teacher Certification
and Preparation
Pennsylvania Department of Education
(8/1/03)

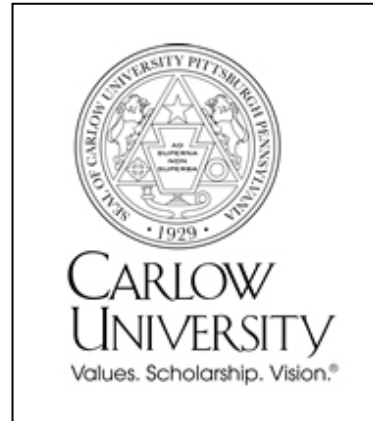
Appendix C

Learning Experience Plan

Name of Student:

Name of Learning Experience:

Age Range of Students:



Understandings

Outcomes

PA Standard

Assessment

Procedure

Preparation and Materials

Principle of Child Development

Future Application of Assessment

Appendix D

Pre-Student Teaching

Understanding By Design – Backwards Design Process (Developed by Grant Wiggins and Jay McTighe, 2002)

For more information & examples, go to the [Understanding By Design Exchange](http://www.ubdexchange.org/resources.html) <http://www.ubdexchange.org/resources.html>

Stage 1 – Desired Results	
Content Standard(s): [Comes from professional standards in your field]	
Understanding (s)/goals Students will understand that: <ul style="list-style-type: none"> ▸ This is a goal, not an objective. List the big ideas or concepts that you want them to come away with, not facts that they must know 	
Essential Question(s): <ul style="list-style-type: none"> ▸ What leading questions can you ask of students to get them to understand the Big Ideas? ▸ Address the heart of the discipline, are framed to provoke and sustain students interest; unit questions usually have no one obvious right answer 	
Student objectives (outcomes): Students will be able to: <ul style="list-style-type: none"> ▸ These are observable, measurable outcomes that students should be able to demonstrate and that you can assess. Your assessment evidence in Stage 2 must show how you will assess these. ▸ Your learning activities in Stage 3 must be designed and directly linked to having students be able to achieve the understandings, answer the essential questions, and demonstrate the desired outcomes 	
Stage 2 – Assessment Evidence	
Performance Task(s): <ul style="list-style-type: none"> ▸ Authentic, performance based tasks that have students apply what they have learned and demonstrate their understanding. ▸ Designed at least at the application level or higher on Bloom's Taxonomy. ▸ Rubrics can be used to guide students in self-assessment of their performance 	
Other Evidence: <ul style="list-style-type: none"> ▸ includes pre-assessment, formative assessment, and summative assessment evidence ▸ Can be individual or group based ▸ Can include informal methods (such as thumbs up, thumbs down, and formal assessments, such as quiz, answers to questions on a worksheet, written reflection, essay 	
Stage 3 – Learning Plan	
Learning Activities: This is the core of your lesson plan and includes a listing describing briefly (usually in bullet or numbered form so easy to follow) what: <ul style="list-style-type: none"> ▸ the students will do during the class to prepare them for the outcomes you expect of them. ▸ the teacher will do to guide the learning 	

Student Teaching: Preschool Placement

Evaluation of a Play Center

The guide for evaluating the play center is located on pages 264 – 270 of Early Childhood Curriculum: Incorporating Multiple Intelligences, Developmentally Appropriate Practice, and Play by Rae Ann Hirsh

Student Teaching: Primary Placement

Project-Based Learning

Information for the project approach and sample projects can be found on <http://www.projectapproach.org/>

Phase 1: Beginning the Project

Teachers discuss the topic with students to find out about their related experiences and pre-existing knowledge. Often, this process evolves over a few days, with teachers eliciting prior knowledge through the use of related stories, discussions, journals, or other activities. Students then represent their experiences and show their understanding of the concepts involved in explaining them. Teachers help students develop questions to pursue during their investigation; they also send a letter about the study home to parents, who are encouraged to speak with their children about the topic and to share any relevant personal experience of their own.

Identify a topic:

Topic Choice	How was the topic of study chosen?

Complete a KWL Chart with the children to assess prior knowledge and

K (What to children KNOW about the topic)	W (What do children want to know about the topic?)	L (What was learned about the topic?)

Phase 2: Developing the Project

Opportunities for students to conduct field work and to speak with experts are arranged. Teachers provide resources to help students with their investigations, such as authentic objects, books, magazines, newspapers, music, Web sites, and other research materials. Teachers then suggest ways for students to carry out their investigations. Meanwhile, each student is involved in representing what he or she is learning in a variety of ways; with younger children, this may take the form of basic skills, such as 3D constructions, drawing, music, or dramatic play, and with older children, this could include journaling, editing magazines, dramatic performance, experimental design, Web site development, I-movies, PowerPoint, comic books, and more.

Throughout the process, teachers use group discussions and displays to enable students to take note of the diverse range of work. The topic web designed earlier provides a shorthand means of documenting the many branches of the project.

Field Trip Ideas	In –Class Speakers/Programs	Research (Where will the research take place and what materials are necessary?)	Activities and Experiences that help the child learn about the topic	Productivity (What kinds of things will children be producing to demonstrate knowledge of the topic?)

Phase 3: Concluding the Project

Teachers arrange a culminating event through which students share what they've learned with others (parents, administrators, other classes, experts). Students spend several days preparing for the event and selecting appropriate materials and displays. Teachers help students in this planning process, and, in doing so, involve them purposefully in reviewing and evaluating the whole project. Teachers also offer students imaginative ways of personalizing their new knowledge through art, stories, and drama. Finally, teachers use the students' ideas and interests to make a meaningful transition between the concluding project and the topic of study in the next project.

Note: This outline summarizes some of the common features of projects, but each project is also unique. The teachers, students, topic, and location of the school all contribute to the distinctiveness of each project.

Culminating Event (What type of event will be planned to demonstrate the products and knowledge children have gained about the topic?)	How will you incorporate assessment into the culminating project?	How will you use the assessment/event's results in future curriculum planning?

Appendix E

Suggested Blog Topics

Student will visit www.wordpress.com to create their own blog for their student teaching blog topics.

The blog topic suggestions will be organized around the three student teaching placements. The blog topic suggestions can be found in the accompanying student teacher text and will incorporate a scholar/practitioner model.

Pre-Student Teaching Topics

Suggested log topics for the pre-student teaching experience can be found in chapters 1 – 6 in Early Childhood Curriculum: Incorporating Multiple Intelligences, DAP, and Play by Rae Ann Hirsh

Preschool Student Teaching Topics

Suggested log topics for the preschool student teaching placement can be found on pages 179 – 225 of Early Childhood Curriculum: Incorporating Multiple Intelligences, DAP, and Play by Rae Ann Hirsh

Primary Student Teaching Topics

Suggested log topics for the primary student teaching placement can be found in chapters 9 – 11 in Early Childhood Curriculum: Incorporating Multiple Intelligences, DAP, and Play by Rae Ann Hirsh

Blog topics can also be created through issues that come in the classroom. Students will be responsible for submitting a blog entry weekly and responding to someone else's blog weekly as well.

Appendix F

Ongoing: Checklist of Early Childhood Teaching Experiences

Pre-Student Teaching Plan

For pre-student teaching, the checklist for early childhood teaching experiences will be developed by the student and the university supervisor based on the student's experience and comfort level in the classroom.

Pre-Student Teaching Plan Goals	How will you meet those goals?	Date Completed
Understanding by Design Lesson Plan		

Preschool Student Teaching Checklist

Task	Date Completed	Reflection
Observations: Physical Development: Fundamental Movement Time Sampling Social/Emotional Development: Functional Emotional Assessment Scale Cognitive Development: Work Sampling Challenging Child Observation and Guidance Plan		
Play Center Project and Facilitation:		
Curriculum Planning: A learning experience plan should be created to address at least each of the following experiences: Arts Integration into Reading Arts Integration into Math Nature/Natural Science Outdoor Technology Social/Emotional Development Movement/Physical Activity		

Participation in Parent Meetings, Conferences, and Activities in the Placement Settings (Record date, and what type of participation)		
Guidance Techniques Helping children with transition Management of daily routines Redirection Conflict Resolution Relationship Building		
Personal Goal/s for Preschool Student Teaching Experience:		

Primary Student Teaching Checklist

Task	Date Completed	Reflection
Differentiated Instruction Activities (List different lesson plans and experiences, and how you accommodated different learners and different strengths/challenges)		
Backward Design Plan (Understanding By Design)		
Curriculum Planning: Create a lesson experience plan that addresses at least the following areas: Arts Integration into Reading Arts Integration into Math Nature/Natural Science Outdoor Technology Social/Emotional Physical Education Social Studies Additional:		

Participation in Parent Meetings, Conferences, and Activities in the Placement Settings (Record date, and what type of participation)		
Guidance Techniques Helping children with transition Management of daily routines Redirection Conflict Resolution Relationship Building Love and Logic Techniques		
Project Plan:		

Appendix G

Evaluation Form for Student Teaching: Early Childhood Education

Evaluation Form for Student Teaching: Early Childhood Education *(copy and use)*

Student Teacher: _____

Cooperating Teacher: _____

School: _____

Grade/Age: _____

Dates of Student Teaching: _____

Rate the student on the following items with this scale:

5=excellent, 4=above average, 3=average, 2=below average, 1=unsatisfactory, X=not applicable.

Please include your comments whenever possible.

I. In **PREPARATION AND PLANNING**, the student teacher evidenced the capacity to:

- a. Design realistic and thorough objectives _____
- b. Utilize knowledge of children's developmental levels _____
- c. Plan for motivation and stimulation of learning _____
- d. Prepare individual learning experiences _____
- e. Prepare group learning experiences _____
- f. Select and organize appropriate materials _____
- g. Vary techniques and materials to sustain interest _____
- h. Plan for an integration of the curriculum _____

COMMENTS: _____

2. In putting into action **METHODS AND PROCEDURES** in the classroom, the student teacher evidenced the capacity to:

- a. Provide students with clear and concise directions _____
- b. Design alternative plans to meet individual needs _____
- c. Provide for individual differences in children _____
- e. Utilize techniques of inquiry and questioning _____
- f. Utilize technology supplemental materials in learning experiences _____
- g. Conduct evaluations in accord with objectives and methods used _____
- h. Attend to pacing during construction _____
- i. Provide for feedback to children (formally and informally) _____
- j. Integrating content areas in the curriculum _____
- j. Integrates the arts in the curriculum _____

COMMENTS _____

4. In maintaining the **LEARNING ENVIRONMENT**, the student teacher evidenced the capacity to:

- a. Organize the classroom into a functional learning environment _____
- b. Maintain the classroom materials and environment _____
- c. Actively support the individuals and group use of the learning environment _____
- d. Revise or supplement the learning environment during the course of the semester _____
- e. Interact positively and support an inclusive environment where everyone belongs _____

COMMENTS _____

5. In developing his/her **PERSONAL AND PROFESSIONAL CAPACITIES**, the student teacher evidenced:

- a. Appropriate appearance and language _____
- b. Ability to work efficiently and independently/cooperatively _____
- c. Punctuality _____
- d. Enthusiasm _____
- e. Ability to handle suggestions and/or frustration _____
- f. Ability to interact positively with other teachers or families in the school setting _____
- g. Ability to attain satisfaction from classroom responsibilities _____
- h. Integrity/ethical behavior and professional conduct presented in PA Code
of Professional Practice and Conduct for Educators _____
- i. Knowledge of ways to interact positively with the communities _____
- j. Knowledge of professional development _____
- j. Knowledge of school districts' policies on attendance, punctuality, etc. _____

COMMENTS _____

DATE _____

Signature _____
(cooperating teacher or University supervisor)

Appendix H

Supervision Summary

- 1) Classroom Climate: Describe the climate in the classroom, what types of relationships exist, what type of communication is accepted, how to students interact with one another.
- 2) Instructional Learning Format: What types of modalities and materials are used in the classroom, how clear are learning objectives, how interested are students in learning?
- 3) Concept Development: What types of questioning occurs? What do students create during their lessons to demonstrate they understand the material? How is the material connected to the real world?
- 4) Student Guidance: Are there clear behavior expectations? How are misbehaviors handled? How is the general behavior in the classroom? What preventative strategies does the student teacher implement?
- 5) Regard for Student Perspectives: How flexible are the expectations in the classroom? How is autonomy and leadership supported? How are students encouraged to express their own thoughts and ideas?
- 6) Productivity: What are transitions and routines like? Is there a sense of flow in the classroom?
- 7) Quality of Feedback: What type of feedback are students given for their work and ideas?
- 8) Language Modeling: Are open-ended questions used? Is there frequent conversations?

After completing this supervision summary, the student teacher will bring the completed narrative to a student teaching seminar. The student teacher will use the information to complete a Classroom Assessment Scoring System evaluation. The student teacher will then examine their own identity as a teacher and decide what type of role they want to have in the classroom.

Appendix I
List for Student-Teacher and Cooperating Mentors

Task	Expectation
Blog	A blog entry must be entered once a week.
Learning Experience Plans	At least one plan that addresses the following experiences: Arts Integration into Reading Arts Integration into Math Nature/Natural Science Outdoor Technology Social/Emotional Development Movement/Physical Activity
Supervisory Forms	One for each placement
Ongoing Checklist of Early Childhood Teaching Experience	Date the appendix and add the task to the checklist each time one is completed.
Placement Project (Pre-student teaching: Backward design plan; Preschool student teaching: Play center evaluation; Student teaching: Project plan	

Appendix J: Teaching in PA: Act

IMPORTANT INFORMATION ABOUT YOUR CERTIFICATE

Beginning July 1, 2000, Act 48 of 1999 required persons holding Pennsylvania professional educator certification to complete continuing education requirements every five years in order to maintain their certificates as active. **Please read carefully the information provided below.**

Note: in order for us to notify you regarding the status of your certificate, you must keep us apprised (in writing, including your social security number) of any changes to your mailing address.

1. **Who is affected by the requirements of Act 48?** All educators holding Pennsylvania public school certification including Instructional I and II, Educational Specialist I and II, Administrative, Supervisory, Letters of Eligibility and all vocational certificates. Also included are non-certified teachers and administrators employed by charter schools.
2. **When did Act 48 go into effect?** The effective date was July 1, 2000.
3. **What must educators do to remain in compliance with Act 48?** Educators must maintain their certificates as active by earning six collegiate credits or six PDE-approved in-service credits or 180 continuing education hours or any combination of the above every five calendar years. NOTE: Each collegiate credit is equal to 30 continuing education hours. All credits and hours must be related to an educator's certificate type or area of assignment, unless enrolled in an administrative program or approved by the school board.
4. **Must an educator who holds a certificate listing multiple areas maintain active status in all of those areas?** Meeting the requirements every five years will maintain active status for all areas on the certificate.
5. **When does the five-year period begin?** For all educators issued certificates prior to July 2000, the five-year period began on July 1, 2000 and ends June 30, 2005. For those issued certificates after July 1, 2000, the five-year period begins the effective date of issuance of the initial certificate. The requirements will be renewed at the end of each five-year period.
6. **Can credits earned prior to July 1, 2000 be accepted to comply with Act 48 provisions?** The Department may accept credits from courses that ended or began after January 1, 2000 for individuals certificated prior to July 2000. Professional education hours may be accepted if completed on or after June 1, 2000.
7. **May credits earned in excess of those required by Act 48 be used in the next five-year period?** There is no provision in the Act to carry credits over into the next compliance period.
8. **What is the difference between an "active/inactive" certificate and a "valid/invalid" certificate?** Active certification indicates compliance with the provisions of Act 48, while inactive certificate will prevent an educator from serving in a professional position in the public school entities of the Commonwealth. Additionally, inactive certification may impact an individual's ability to use a certificate outside of the public schools. *It should be noted that active/inactive status has no bearing on the validity of a certificate. A Pennsylvania certificate is valid for a specific number of teaching/service years spent in the schools of the Commonwealth. Therefore, a certificate may remain "valid" even if it becomes "inactive".*
9. **What happens to my certificate if I do not complete the requirements for Act 48?** If a certificate holder does not complete the requirements, the certificate will become inactive after the five-year compliance period and the holder will be disqualified from being employed by a Pennsylvania public school entity as a professional (tenured) or temporary professional (prior to gaining tenured status) employee until all Act 48 requirements have been met. An educator who is not currently employed by a Pennsylvania public school entity may request a voluntary inactive certificate status by submitting form PDE 338R to the Bureau of Teacher Certification and Preparation. This form can be obtained through the Bureau of Teacher Certification and

Preparation or online at www.education.state.pa.us.

10. Will an individual with an inactive (including voluntary inactive) certificate be permitted to substitute in public schools? An individual with inactive certification may be employed as a substitute teacher, principal, superintendent, or assistant superintendent in accordance with the endorsement on the individual's certificate or letter of eligibility for no more than 90 days during a school year.

11. What must be done to reactivate a voluntary inactive certificate? A person who requests voluntary inactive status will have the requirements of Act 48 suspended temporarily. To reactive a certificate, an educator must submit form PDE 338R-2 and evidence of 30 hours or 1 credit earned within the prior 12 months. Once active status is granted, an educator will have the balance of the original five-year period to complete the remaining hours to fulfill Act 48 requirements. Credits/hours taken during the inactive period (including the 30 hours for reactivating the certificate) may be counted toward Act 48 requirements.

Example: Ms. Smith received her Level I certificate in January 2000. Her five-year period is from July 1, 2000 through June 30, 2005. She requests voluntary inactive status (PDE 338R) in January 2001. She has earned no credits so far and used one-half year of her five-year period. If she makes a request to reactivate her certificate in January 2007 (PDE 338 R-2), she must present evidence of having earned 30 hours or 1 credit in the 12 months prior. The 30 hours or 1 credit will count toward the 6 credits/180 hours needed to complete the Act 48 requirements. Any additional credits taken during the Voluntary Inactive period may also be counted toward the balance of the 6 credits/180 hours. Ms. Smith must complete the remaining credits/hours in the 4.5 years following reactivation.

12. How can I reactivate my certificate if it becomes inactive because the requirements were not met by the end of the five-year period? Once an educator with inactive certification has met the Act 48 requirements (i.e. the equivalent of 180 hours of continuing professional education or six (6) collegiate credits) for the original Act 48 five-year period, the Teacher Certification Systems will automatically return that certificate to active status and will assign a new five-year compliance period.

The Department will notify the educator that the certificate has been returned to active status.

Example: Mr. Jones was issued his Level I certificate in May 2001. His five-year period began on May 1, 2001 and will end on April 30, 2006. He only completes 120 hours during the five-year period and did not request Voluntary Inactive status. In this case, his certificate will be rendered inactive by the Department on June 1, 2006, following a 30-day administrative period. He earns the necessary 60 hours in July 2006 and the hours are submitted to the Department in August 2006. At that time, the Teacher Certification System will return his certificate to active status and his new five-year compliance period will begin on August 1, 2006.

13. Does Act 48 eliminate Level II (Permanent) certification? No. The regulations of Chapter 49 related to Level I and Level II certification remain in force. There is still a requirement to convert a Level I certificate to Level II status after six service or teaching years in a Pennsylvania public school.

14. Do the provisions of Act 48 apply to educators who have not yet converted their Level I certificate to a Level II status? Yes. The provisions apply to all educators holding a Pennsylvania public school certificate.

15. Can the credits earned for Level II certification or a Letter of Master's/Bachelor's Equivalency (MEQ/BEQ) be applied toward the requirements of Act 48? Collegiate credits and continuing professional education credits from Pennsylvania intermediate units may be applied to the continuing education requirements if earned after January 1, 2000 and related to the educator's area of assignment/certification or within a program leading to administrative certification. However, credits/hours will not carry over from one five-year period to the next. Please note that collegiate credits for Level II and MEQ issuance must be submitted on an official

college-sealed transcript.

16. Can continuing education hours, continuing education units, or community college credits be applied toward a Level II certificate or Letter of Master's/Bachelor's Equivalency? No. Only credits from a four-year degree granting college and continuing professional education courses from Pennsylvania intermediate units may be accepted.

17. How will educators holding a Pennsylvania certificate but not employed by public school entities be made aware of the requirements of Act 48? The Department will continue to disseminate information regarding the requirements of Act 48 through the media, school districts, colleges and universities, private and nonpublic schools, as well as the Department's web page at www.education.state.pa.us.

18. What are considered "public school entities"? They include school districts, intermediate units, joint school districts, area vocational technical schools, charter schools, the Scotland School for Veterans Children and the Scranton School for the Deaf, or any of these acting jointly.

19. Must educators who hold public school certification but are serving in private or nonpublic (religious) schools comply with the provisions of Act 48? Yes. The provisions of Act 48 apply to all educators holding Pennsylvania public school certificates. However, it is important to note that private and nonpublic schools may, at their discretion, require their professional staff to maintain their certificates as active by completing continuing education credits or activities. Employment by the public school entities will necessitate the completion of the Act 48 requirements.

20. Are private tutors who hold Pennsylvania certification required to comply with Act 48 requirements? Yes, except for certified individuals who provide private tutoring services as part of a home education program (home schooling), in accordance with Act 35 of 2001.

21. Does National Board Certification eliminate Act 48 requirements? No. Act 48 applies to all professional educators who hold a Pennsylvania professional certificate.

22. What can educators do if they are not employed by public school entities or move out of Pennsylvania? They can either maintain their certificates as active by meeting the continuing education requirements or they may request voluntary inactive status from the Bureau of Teacher Certification and Preparation to suspend the requirements of Act 48.

23. Who will maintain the records for Act 48 credits acquired by educators? Approved Pennsylvania providers will submit the credits/hours earned by the educators to the Department. Educators should contact their Pennsylvania college registrar for procedures to ensure credits will be submitted electronically to the Department. Collegiate credits earned outside of Pennsylvania must be submitted on an official college-sealed transcript to: Department of Education, Division of Professional Education and Planning, 333 Market Street, Harrisburg, PA 17126-0333.

24. How can educators and school entities access the continuing education records? Information regarding the credits/hours earned and the continuing education status may be accessed through the Department's web pages at www.education.state.pa.us, Act 48 Reporting System.

25. How will educators and public school entities know when the five-year period is over? At least 12 months prior to the end of the five-year period, the Department will notify both the educators and the public school entities regarding the continuing education status and remaining credit hours, if any, to be completed. An additional notification of certification status will be sent at the end of the five-year period. It is important that the Department has a current address for each educator.

26. What if circumstances prevent an educator from completing the requirements of Act 48? There is a provision in the Act for granting an extension of the five-year period due to extenuating circumstances. Extenuating circumstances may include active military duty, a medical disability, educator being out of the country more than twelve months, or other. Use form PDE 338 R 3 to apply for an extension after June 1, 2004. Act 48 also provides for an educator's right to appeal a notice of inactive certification. Form PDE 338 R 4 may be used to appeal the inactive status designation after the close of the educator's five-year period when the certification has been rendered inactive by the Department. Form PDE 338 R 4 will be available on July 1, 2005.

It is the responsibility of the educator to monitor credits or hours status on the Department's website during the five-year period. It is the responsibility of the educator to contact the provider to correct any discrepancies in credits reported.

The reference for questions concerning professional education plans, approved courses, providers, and submission of credits/hours may be found on the PDE Home Page at www.education.state.pa.us under Teaching in PA, Act 48 Continuing Professional Education. For information about your certificate, you may contact the Bureau of Teacher Certification and Preparation at (717) 787-3356. Certification information is also available on the Department website. Notification of a change of address should be sent to: Bureau of Teacher Certification and Preparation, 333 Market Street, Third Floor, Harrisburg, PA 17126-0333.

H-300 (8/06)

Appendix K

Pennsylvania's Code of Professional Practice and Conduct for Educators

Section 1. Mission

The Professional Standards and Practices Commission is committed to providing leadership for improving the quality of education in this Commonwealth by establishing high standards for preparation, certification, practice, and ethical conduct in the teaching profession.

Section 2. Introduction

- (a) Professional conduct defines interactions between the individual educator and students, the employing agencies, and other professionals. Generally, the responsibility for professional conduct rests with the individual professional educator. However, in this Commonwealth, a Code of Professional Practice and Conduct (Code) for certificated educators is required by statute and violation of specified sections of the Code may constitute a basis for public or private reprimand. Violations of the Code may also be used as supporting evidence, though many not constitute an independent basis, for the suspension or revocation of a certificate. The Professional Standards and Practices Commission (PSPC) was charged by the act of December 12, 1973 (P.L. 397, No. 141) (24 P.S. § § 12-1251—12-1268), known as the Teacher Certification Law, with adopting a Code by July 1, 1991. See 24 P.S. § 12-1255(a)(10).
- (b) This chapter makes explicit the values of the education profession. When individuals become educators in this Commonwealth, they make a moral commitment to uphold these values.

Section 3. Purpose

- (a) Professional educators in this Commonwealth believe that the quality of their services directly influences the Nation and its citizens. Professional educators recognize their obligation to provide services and to conduct themselves in a manner which places the highest esteem on human rights and dignity. Professional educators seek to ensure that every student receives the highest quality of service and that every professional maintains a high level of competence from entry through ongoing professional development. Professional educators are responsible for the development of sound educational policy and its programs to the public.
- (b) Professional educators recognize their primary responsibility to the student and the development of the student's potential. Central to that development is the professional educator's valuing the worth and dignity of every person, student, and colleague alike; the pursuit of truth; devotion to excellence; acquisition of knowledge; and democratic principles. To those ends, the educator engages in continuing professional development and keeps current with research and technology. Educators encourage and support the use of resources that best serve the interests and needs of students. Within the context of professional excellence, the educator and student together explore the challenge and the dignity of the human experience.

Section 4. Practices

- (a) Professional practices are behaviors and attitudes that are based on a set of values that the professional education community believes and accepts. These values are evidenced by the professional educator's conduct toward students and colleagues, and the educator's employer and community. When teacher candidates become professional educators in this Commonwealth, they are expected to abide by this section.
- (b) Professional educators are expected to abide by the following:
 - (1) Professional educators shall abide by the Public School Code of 1949 (24 P.S. § § 1-101—27-2702), other school laws of the Commonwealth, sections 1201 (a)(1), (2) and (4), and (b)(1), (2), and (4) of the Public Employee Relations Act (43 P.S. § § 1101.1201 (a)(1), (2), and (4), and (b)(1), (2), and (4), and this chapter.
 - (2) Professional educators shall be prepared, and legally certified, in their areas of assignment. Educators may not be assigned or willingly accept assignments they are not certified to fulfill. Educators may be assigned to or accept assignments outside of their certification area on a temporary, short-term, emergency basis. Examples: a teacher certified in English filling in a class period for a physical education teacher who has that day become ill; a substitute teacher certified in elementary education employed as a librarian for several days until the district can locate and employ a permanent substitute teacher certified in library science.
 - (3) Professional educators shall maintain high levels of competence throughout their careers.
 - (4) Professional educators shall exhibit consistent and equitable treatment of students, fellow educators, and parents. They shall respect the rights of all and not discriminate on the basis of race, national or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status, disabling condition, or vocational interest. This list of bases or discrimination is not all-inclusive.
 - (5) Professional educators shall accept the value of diversity in educational practice. Diversity requires educators to have a range of methodologies, and the request the necessary tools for effective teaching and learning.
 - (6) Professional educators shall impart to their students principles of good citizenship and societal responsibility.
 - (7) Professional educators shall exhibit acceptable and professional language and communication skills. Their verbal and written communications with parents, students, and staff shall reflect sensitivity to the fundamental human rights of dignity, privacy, and respect.
 - (8) Professional educators shall be open-minded, knowledgeable, and use appropriate judgment and communication skills when responding to an issue within the educational environment.
 - (9) Professional educators shall keep in confidence information obtained in confidence in the course of professional service unless required to be disclosed by law or by clear and compelling professional necessity as determined by the professional educator.
 - (10) Professional educators shall exert reasonable effort to protect the student from conditions which interfere with learning or are harmful to the student's health and safety.

Section 5. Conduct

Individual professional conduct reflects upon the practices, values, integrity, and reputation of the profession. Violation of §§ 235.6—235.11 may constitute an independent basis for private or public reprimand, and may be used as supporting evidence in cases of certification suspension and revocation.

Section 6. Legal obligations

- (a) The professional educator may not engage in conduct prohibited by the act of December 12, 1973 (P.L. 397, No. 141) (24 P.S. § § 12-1251—12-1268), known as the Teacher Certification Law.
- (b) The professional educator may not engage in conduct prohibited by:
 - (1) The Public School Code of 1949 (24 P.S. § § 1-1001—27-2702) and other laws relating to the schools or the education of children.
 - (2) The applicable laws of the Commonwealth establishing ethics of public officials and public employees, including the act of October 4, 1978 (P.L. 883, No. 170)(65 P.S. § § 401—413), known as the Public Official and Employee Ethics Law.
- (c) Violation of subsection (b) shall have been found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.

Section 7. Certification

The professional educator may not:

- (1) Accept employment, when not properly certificated in a position for which certification is required.
- (2) Assist entry into or continuance in the education profession of an unqualified person.
- (3) Employ, or recommend for employment, a person who is not certificated appropriately for the position.

Section 8. Civil Rights

The professional educator may not:

- (1) Discriminate on the basis of race, religion, National or ethnic origin, culture, religion, sex or sexual orientation, marital status, age, political beliefs, socioeconomic status, disabling condition, or vocational interest against a student or fellow professional. This list of bases of discrimination is not all-inclusive. This discrimination shall be found to exist by an agency of proper jurisdiction to be considered an independent basis for discipline.
- (2) Interfere with a student's or colleague's exercise of political and civil rights and responsibilities.

Section 9. Improper personal or financial gain

The professional educator may not:

- (1) Accept gratuities, gifts, or favors that might impair or appear to impair professional judgment.
- (2) Exploit a professional relationship for personal gain or advantage.

Section 10. Relationships with students

The professional educator may not:

- (1) Knowingly and intentionally distort or misrepresent evaluations of students.
- (2) Knowingly and intentionally misrepresent subject matter or curriculum.
- (3) Sexually harass or engage in sexual relationships with students.
- (4) Knowingly and intentionally withhold evidence from the proper authorities about violations of the legal obligations as defined within this section.

Section II. Professional relationships

The professional educator may not:

- (1) Knowingly and intentionally deny or impede a colleague in the exercise or enjoyment of a professional right or privilege in being an educator.
- (2) Knowingly and intentionally distort evaluations of colleagues.
- (3) Sexually harass a fellow employee.
- (4) Use coercive means or promise special treatment to influence professional decisions of colleagues.
- (5) Threaten, coerce, or discriminate against a colleague who in good faith reports or discloses to a governing agency actual or suspected violations of law, agency regulations, or standards.

The Code of Professional Practice and Conduct for Educators can be found at 22 Ps. Code §§235.1-235.11.

All questions should be directed to the Professional Standards and Practices Commission at 717.787.6576

www.pde.state.pa.us

NAEYC Code of Ethical Conduct for Early Childhood Professionals

Editor's note: We need the help of all *Young Children* readers who are familiar with NAEYC's Code of Ethics. Perhaps you have been involved in thinking through one or more of the ethical dilemmas that have been regularly appearing in *Young Children* – in staff meeting, at an Affiliate Group meeting, or with friends. Many of you have used the principles and ideals in NAEYC's Code of Ethics to help solve dilemmas you face in your work. Because of these experiences, you have information that can be valuable to NAEYC as we review the Code for needed revisions or additions.

The Code is published on the following pages to aid your review.

- Are any of the principles or ideals phrased confusingly? How would you change the wording?
- Have you found the Code lacking in guidance for a particular ethical dilemma involving children or their families? Describe the situation for us. Please send your suggestions regarding how we can clarify any point in the Code to:

NAEYC Ethics Panel
Office of the Executive Director
1509 16th Street, NW
Washington, DC 20036-1426

If you have not yet used the "case study" dilemmas we publish, we hope you soon will start discussing each one in your staff meetings.

NAEYC's Code of Ethical Conduct was prepared under the auspices of the Ethics Commission of the National Association for the Education of Young Children. The Commission members were: Stephanie Feeney (Chairperson), Bettye Caldwell, Sally Cartwright, Carrie Cheek, Josue Cruz, Jr., Anne G. Dorsey, Dorothy M. Hill, Lilian G. Katz, Pamm Mattick, Shirley A. Norris, and Sue Spayth Riley. Financial assistance for this project was provided by NAEYC, the Wallace Alexander Gerbode Foundation, and the University of Hawaii.

NAEYC gratefully acknowledges the research and development work done for this project by Stephanie Feeney, Ph.D., Professor and Early Childhood Education Specialist at the University of Hawaii at Manoa, and Kenneth Kipnis, Ph.D., Professor of Philosophy at the University of Hawaii at Manoa.

NAEYC's Code of Ethical Conduct: Guidelines for Responsible Behavior in Early Childhood Education

Preamble

NAEYC recognizes that many daily decisions required of those who work with young children are of a moral and ethical nature. The NAEYC Code of Ethical Conduct offers guidelines for responsible behavior and sets forth a common basis for resolving the principal ethical dilemmas encountered in early childhood education. The primary focus is on daily practice with children and their families in programs for children from birth to 8 years of age: preschools, child care centers, family day care homes, kindergartens, and primary classrooms. Many of the provisions also apply to specialists who do not work directly with children including program administrators, parent educators, college professors, and child care licensing specialists.

Standards of ethical behavior in early childhood education are based on commitment to core values that are deeply rooted in the history of our field.

We have committed ourselves to:

- Appreciating childhood as a unique and valuable stage of the human life cycle
- Basing our work with children on knowledge of child development
- Appreciating and supporting the close ties between the child and family
- Recognizing that children are best understood in the context of family culture and society
- Respecting the dignity, worth, and uniqueness of each individual (child, family member, and colleague)
- Helping children and adults achieve their full potential in the context of relationships that are based on trust respect and positive regard

The Code sets forth a conception of our professional responsibilities in four sections, each addressing an arena of professional relationships: (1) children (2) families (3) colleagues, and (4) community and society. Each section includes an introduction to the primary responsibilities of the early childhood practitioner in that arena, a set of ideals pointing in the direction of exemplary professional practice, and a set of principles defining practices that are required, prohibited, and permitted.

The ideals reflect the aspirations of practitioners. The principles are intended to guide conduct and assist practitioners in resolving ethical dilemmas encountered in the field. There is not necessarily a corresponding principle for each ideal. Both ideals and principles are intended to direct practitioners to those questions which when responsibly answered, will provide the basis for conscientious decision making. While the Code provides specific direction for addressing some ethical dilemmas, many others will require the practitioner to combine the guidance of the Code with sound professional judgment.

The ideals and principles in this Code present a shared conception of professional responsibility that affirms our commitment to the core values of our field. The Code publicly acknowledges the responsibilities that we in the field have assumed and in so doing supports ethical behavior in our work. Practitioners who face ethical dilemmas are urged to seek guidance in the applicable parts of this Code and in the spirit that informs the whole.

Section 1: Ethical responsibilities to children

Childhood is a unique and valuable stage in the life cycle. Our paramount responsibility is to provide safe, healthy, nurturing, and responsive settings for children. We are committed to supporting children's development by cherishing individual differences, by helping them learn to live and work cooperatively, and by promoting their self-esteem.

Ideals:

I-1.1—To be familiar with the knowledge base of early childhood education and to keep current through continuing education and in-service training.

I-1.2—To base program practices upon current knowledge in the field of child development and related disciplines and upon particular knowledge of each child.

I-1.3—To recognize and respect the uniqueness and the potential of each child.

I-1.4—To appreciate the special vulnerability of children.

I-1.5—To create and maintain safe and healthy settings that foster children's social, emotional, intellectual, and physical development and that respect their dignity and their contributions.

I-1.6—To support the right of children with special needs to participate, consistent with their ability, in regular early childhood programs.

Principles:

P-1.1—Above all we shall not harm children. We shall not participate in practices that are disrespectful, degrading, dangerous, exploitative, intimidating, psychologically damaging, or physically harmful to children. *This principle has precedence over all others in this Code.*

P-1.2—We shall not participate in practices that discriminate against children by denying benefits, giving special advantages, or excluding them from programs or activities on the basis of their race, religion, sex, national origin, or the status, behavior, or beliefs of their parents. (This principle does

not apply to programs that have a lawful mandate to provide services to a particular population of children.)

P-1.3—We shall involve all of those with relevant knowledge (including staff and parents) in decisions concerning a child.

P-1.4—When, after appropriate efforts have been made with a child and the family, the child still does not appear to be benefiting from a program, we shall communicate our concern to the family in a positive way and offer them assistance in finding a more suitable setting.

P-1.5—We shall be familiar with the symptoms of child abuse and neglect and know and follow community procedures and state laws that protect children against abuse and neglect.

P-1.6—When we have evidence of child abuse or neglect, we shall report the evidence to the appropriate community agency and follow up to ensure that appropriate action has been taken. When possible, parents will be informed that the referral has been made.

P-1.7—When another person tells us of their suspicion that a child is being abused or neglected but we lack evidence, we shall assist that person in taking appropriate action to protect the child.

P-1.8—When a child protective agency fails to provide adequate protection for abused or neglected children, we acknowledge a collective ethical responsibility to work toward improvement of these services.

P-1.9—When we become aware of a practice or situation that endangers the health or safety of children, but has not been previously known to do so, we have an ethical responsibility to inform those who can remedy the situation and who can keep other children from being similarly endangered.

Section II: Ethical responsibilities to families

Families are of primary importance in children's development.

(The term family may include others, besides parents, who are responsibly involved with the child.) Because the family and the early childhood educator have a common interest in the child's welfare, we acknowledge a primary

responsibility to bring about collaboration between the home and school in ways that enhance the child's development.

Ideals:

I-2.1—To develop relationships of mutual trust with families we serve.

I-2.2—To acknowledge and build upon strengths and competencies as we support families in their task of nurturing children.

I-2.3—To respect the dignity of each family and its culture, customs, and beliefs.

I-2.4—To respect families' child rearing values and their right to make decisions for their children.

I-2.5—To interpret each child's progress to parents within the framework of a developmental perspective and to help families understand and appreciate the value of developmentally appropriate early childhood programs.

I-2.6—To help family members improve their understanding of their children and to enhance their skills as parents.

I-2.7—To participate in building support networks for families by providing them with opportunities to interact with program staff and families.

Principles:

P-2.1—We shall not deny family members access to their child's classroom or program setting.

P-2.2—We shall inform families of program philosophy, policies, and personnel qualifications, and explain why we teach as we do.

P-2.3—We shall inform families of and, when appropriate, involve them in policy decisions.

P-2.4—We shall inform families of and, when appropriate, involve them in significant decisions affecting their child.

P-2.5—We shall inform the family of accidents involving their child, of risks such as exposures to contagious disease that may result in infection, and of events that might result in psychological damage.

P-2.6—We shall not permit or participate in research that could in any way hinder the education or development of the children in our programs. Families shall be fully informed of any proposed research projects involving their

children and shall have the opportunity to give or withhold consent.

P-2.7—We shall not engage in or support exploitation of families. We shall not use our relationship with a family for private advantage or personal gain, or enter into relationships with family members that might impair our effectiveness in working with children.

P-2.8—We shall develop written policies for the protection of confidentiality and the disclosure of children's records. The policy documents shall be made available to all program personnel and families. Disclosure of children's records beyond family members, program personnel, and consultants having an obligation of confidentiality shall require familial consent (except in cases of abuse or neglect).

P-2.9—We shall maintain confidentiality and shall respect the family's right to privacy, refraining from disclosure of confidential information and intrusion into family life. However, when we are concerned about a child's welfare, it is permissible to reveal confidential information to agencies and individuals who may be able to act in the child's interest.

P-2.10—In cases where family members are in conflict we shall work openly, sharing our observations of the child, to help all parties involved make informed decisions. We shall refrain from becoming an advocate for one party.

P-2.11—We shall be familiar with and appropriately use community resources and professional services that support families. After a referral has been made, we shall follow up to ensure that services have been adequately provided.

Section III: Ethical responsibilities to colleagues

In a caring, cooperative work place, human dignity is respected, professional satisfaction is promoted, and positive relationships are modeled. Our primary responsibility in this arena is to establish and maintain settings and relationships that support productive work and meet professional needs.

A— Responsibilities to co-workers

Ideals:

I-3A.1—To establish and maintain relationships of trust and cooperation with co-workers.

I-3A.2—To share resources and information with co-workers.

I-3A.3—To support co-workers in meeting their professional needs and in their professional development.

I-3A.4—To accord co-workers due recognition of professional achievement.

Principles:

P-3A.1—When we have concern about the professional behavior of a co-worker, we shall first let that person know of our concern and attempt to resolve the matter collegially.

P-3A.2—We shall exercise care in expressing views regarding the personal attributes or professional conduct of co-workers. Statements should be based on firsthand knowledge and relevant to the interests of children and programs.

B— Responsibilities to employers

Ideals:

I-3B.1—To assist the program in providing the highest quality of service.

I-3B.2—To maintain loyalty to the program and uphold its reputation.

Principles:

P-3B.1—When we do not agree with program policies, we shall first attempt to effect change through constructive action within the organization.

P-3B.2—We shall speak or act on behalf of an organization only when authorized. We shall take care to note when we are speaking for the organization and when we are expressing a personal judgment.

C— Responsibilities to employees

Ideals:

I-3C.1—To promote policies and working conditions that foster competence, well-being, and self-esteem in staff members.

I-3C.2—To create a climate of trust and candor that will enable staff to speak and act in the best interests of children, families, and the field of early childhood education.

I-3C.3—To strive to secure an adequate livelihood for those who work with or on behalf of young children.

Principles:

P-3C.1—In decisions concerning children and programs, we shall appropriately utilize the training, experience, and expertise of staff members.

P-3C.2—We shall provide staff members with working conditions that permit them to carry out their responsibilities, timely and nonthreatening evaluation procedures, written grievance procedures, constructive feedback, and opportunities for continuing professional development and advancement.

P-3C.3—We shall develop and maintain comprehensive written personnel policies that define program standards and, when applicable, that specify the extent to which employees are accountable for their conduct outside the work place. These policies shall be given to new staff members and shall be available for review by all staff members.

P-3C.4—Employees who do not meet program standards shall be informed of areas of concern and, when possible, assisted in improving their performance.

P-3C.5—Employees who are dismissed shall be informed of the reasons for their termination. When a dismissal is for cause, justification must be based on evidence of inadequate or inappropriate behavior that is accurately documented, current, and available for the employee to review.

P-3C.6—In making evaluations and recommendations, judgments shall be based on fact and relevant to the interests of children and programs.

P-3C.7—Hiring and promotion shall be based solely on a person's record of accomplishment and ability to carry out the responsibilities of the position.

P-3C.8—In hiring, promotion, and provision of training, we shall not participate in any form of discrimination based on race, religion, sex, national origin, handicap, age, or sexual preference. We shall be familiar with laws and regulations that pertain to employment discrimination.

Section IV: Ethical responsibilities to community and society

Early childhood programs operate within a context of an immediate community made up of families and other institutions concerned with children's welfare. Our responsibilities to the community are to provide programs that meet its needs and to cooperate with agencies and professions that share responsibility for children. Because the larger society has a measure of responsibility for the welfare and protection of children and because of our specialized expertise in child development, we acknowledge an obligation to serve as a voice for children everywhere.

Ideals:

I -4.1—To provide the community with high-quality, culturally sensitive programs and services.

I -4.2—To promote cooperation among agencies and professions concerned with the welfare of young children, their families, and their teachers.

I -4.3—To work, through education, research, and advocacy, toward an environmentally safe world in which all children are adequately fed, sheltered, and nurtured.

I -4.4—To work, through education, research, and advocacy, toward a society in which all young children have access to quality programs.

I -4.5—To promote knowledge and understanding of young children and their needs. To work toward greater social acknowledgment of children's rights and greater social acceptance of responsibility for their well-being.

I -4.6—To support policies and laws that promote the well-being of children and families. To oppose those that impair their well-being. To cooperate with other individuals and groups in these efforts.

I -4.7—To further the professional development of the field of early childhood education and to strengthen its commitment to realizing its core values as reflected in this Code.

Principles:

P-4.1—We shall communicate openly and truthfully about the nature and extent of services that we provide.

P-4.2—We shall not accept or continue to work in positions for which we are personally unsuited or professionally unqualified. We shall not offer services that we do not have the competence, qualifications, or resources to provide.

P-4.3—We shall be objective and accurate in reporting the knowledge upon which we base our program practices.

P-4.4—We shall cooperate with other professionals who work with children and their families.

P-4.5—We shall not hire or recommend for employment any person who is unsuited for a position with respect to competence, qualifications, or character.

P-4.6—We shall report the unethical or incompetent behavior of a colleague to a supervisor when informal resolution is not effective.

P-4.7—We shall be familiar with laws and regulations that serve to protect the children in our programs.

P-4.8—We shall not participate in practices which are in violation of laws, and regulations that protect the children in our programs.

P-4.9—When we have evidence that an early childhood program is violating laws or regulations protecting children, we shall report it to persons responsible for the program. If compliance is not accomplished within a reasonable time, we will report the violation to appropriate authorities who can be expected to remedy the situation.

P-4.10—When we have evidence that an agency or a professional charged with providing services to children, families, or teachers is failing to meet its obligations, we acknowledge a collective ethical responsibility to report

the problem to appropriate authorities or to the public.

P-4.11—When a program violates or requires its employees to violate this Code, it is permissible, after fair assessment of the evidence, to disclose the identity of that program.

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